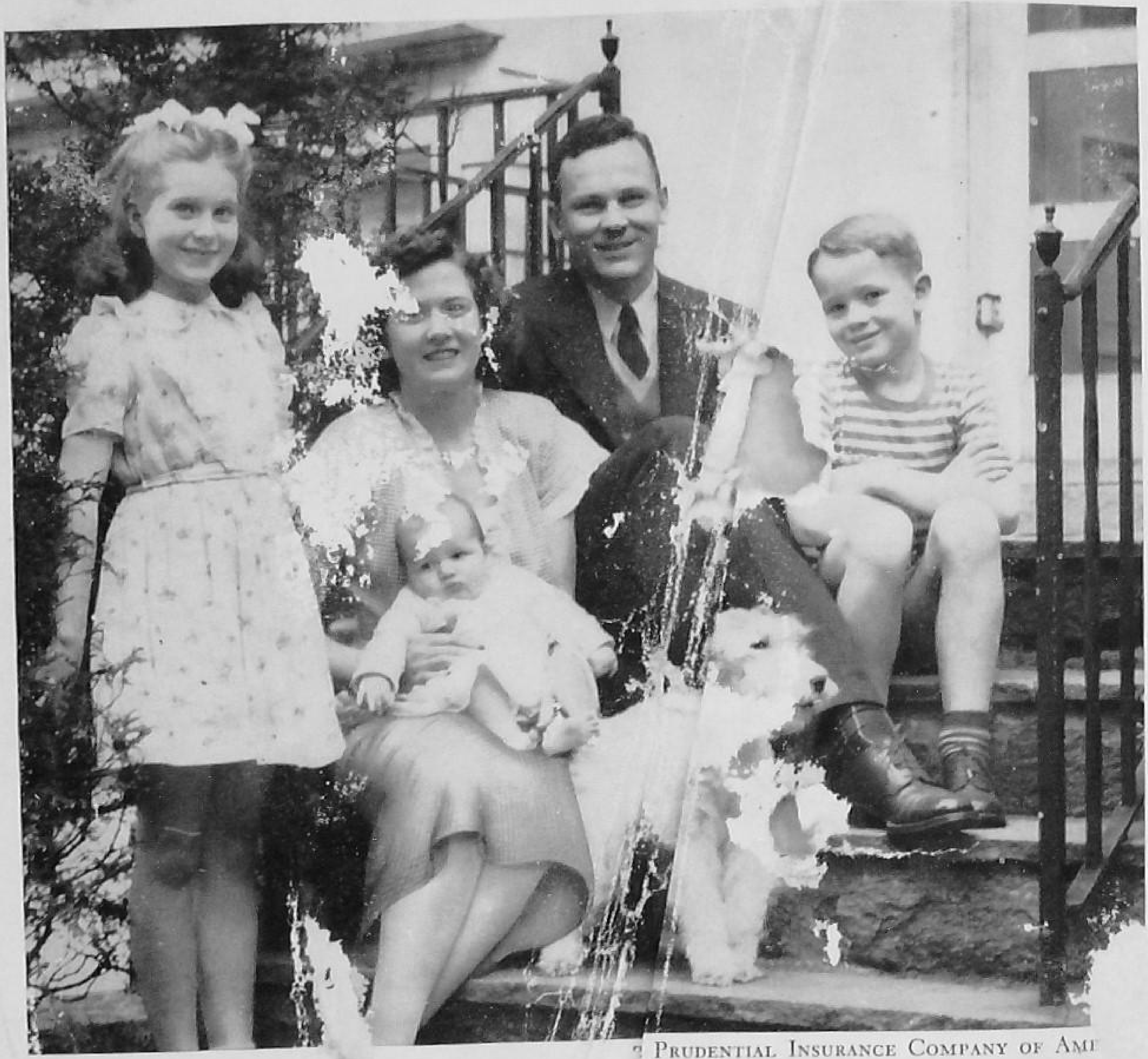

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Clothing FOR *Children*

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To Our Students

Preface

THIS book deals with the clothing needs of children from birth through 12 years, from families of high, medium, and low incomes, and under various climatic conditions. Until lately this has been a neglected area in educational literature. In the last few years, however, a great deal of importance has been attached to the comfort, convenience, and durability of children's clothing. The effects of proper clothing on the development of children have been emphasized. Researches have been made to improve the quality of patterns for children's garments. In the field of family relationship the importance has been stressed of considering the needs of all members of the family when major decisions have to be made. This principle applies to the clothing for the family.

We have been very much interested in these general trends and have brought together some of the results of the studies that have been made and have incorporated with them materials from our own experience. We believe that homemakers will find this book useful as they plan for children's clothing in terms of the family budget and satisfactory standards of living. It can be suggestive to designers and manufacturers of children's wearing apparel. Home economics extension leaders should find the material helpful in their work with homemakers; and home economics teachers especially should find this book of real value. It may also serve as a text for a college course in children's clothing. It is presented in such a way that a teacher in any educational situation with young children may adapt it to her needs.

The child is considered not as an isolated individual but as a part of a family group, for the assets and liabilities of the family vitally affect the needs of the child and the means of meeting them. Material has been included on family income and family budget with the expectation that teachers will use these facts in helping students understand the limitations

under which some families have to buy to solve their clothing problems. It is not enough that students buy fabrics, choose patterns, and construct garments. They need to study the economic and social implications involved. Homemakers and teachers will need to draw on the fields of art, psychology, economics, science, and home economics for the background of understanding essentials in guiding the thinking and growth of a child. Sensitivity to color and good design, judgment in values, responsibility for wardrobe planning and selection, perception of the interrelationship between good physical and mental health and appropriate clothing are attitudes and abilities which can be part of the child's life from the earliest years and on through childhood. It is a wise parent and a discerning educator who senses their importance and gives sympathetic guidance to the boy or girl through the formative years to a well-balanced adolescence and adulthood.

Recognition is given to the progressive quality of learning which occurs when a child develops normally. With growing maturity, increased self-direction becomes possible from year to year.

There is another group aside from educators and homemakers who might find helpful suggestions here, those who design and manufacture fabrics and wearing apparel for children. Standard sizes and simple functional designs from serviceable yet attractive fabrics are sought by many homemakers as they select their children's clothing. These needs are pointed out in the text and in relation to different types of garments.

Special acknowledgment is due Mrs. Celeste Hendrix, Mrs. Lucy Richardson Bibb, and Mrs. Catherine Harrison for their cooperation in checking data and experimenting with various types of garments.

The faculty, children, and parents of children in the nursery school of the University of Alabama have offered suggestions, expressed opinions, and posed for photographs. Home economists in various sections of the country have assisted in collecting information on minimum clothing needs for children at each age level. Friends in Tuscaloosa permitted us to photograph their children to illustrate various types of garments.

Miss Harriett Pritchett was patient and understanding in executing the majority of the drawings used. Many students in clothing and textiles at the University of Alabama helped in many ways while the manuscript

was in preparation. We wish to express special appreciation to Melba Quattlebaum, Betty Jane Downer, and Maveline McCain Skrove.

We are indebted to the commercial firms, the manufacturers of fabrics and of wearing apparel, and others who permitted the use of drawings and photographs to illustrate the text, and to authors and publishers for permission to use their material.

HENRIETTA MARY THOMPSON
LUCILLE E. REA

August 1949

Contents

CHAPTER

1. CLOTHING AND THE CHILD — 1
The Psychological Effect of Clothing on the Child. Understanding the Child. Habit Formation. Clothing and Health.

2. PLANNING THE CHILD'S CLOTHING IN RELATION TO THE FAMILY BUDGET — 28
Utilizing Economic Principles. The Child's Allowance. How Much Does the Family Spend for Clothing? Fluctuation in Income and Prices. Children and Parents Plan Together. Planning the Clothing Wardrobe for Boys Aged Six through Twelve. Planning the Clothing Wardrobe for Girls Aged Six through Twelve. Special Problems at a Low-Income Level.

3. THE INFANT — 103
Standards for Infants' Clothing. Safety and Health. Essentials in the Layette. Garments for Extra Warmth. Additional Garments for the Layette. Buying Ready-Made or Making at Home. The Baby's Bed. The Baby's Bath. Laundering the Baby's Layette. Recommended Layettes.

4. THE CREEPING AGE — 156
Functional Design for the Creeping Age. Garments for the Creeping Age.

5. CLOTHING THE PRESCHOOL CHILD—TWO TO SIX YEARS OLD — 174
Planning the Wardrobe. Made-Overs. Designing the Preschool Child's Clothing. Buying Children's Clothing. The Preschool Child's Wardrobe.

CHAPTER

6. CLOTHING FOR THE GRADE SCHOOL GIRL 230

Simple Functional Clothing Needed. Planning the Ensemble. Indicating Size by Age Is Unsatisfactory. Ready-Made versus Homemade Clothing. Altering Ready-Made Clothing. After Purchasing but before Wearing. Selecting the Wardrobe. Use Good Judgment in Planning and Purchasing the Wardrobe. Analyze Her Personality. Effect of Line and Design. Color Choices. That Well-Groomed Look. Hair Dress.

7. CLOTHING FOR THE GRADE SCHOOL BOY 303

Simple Functional Clothing Needed. Planning the Ensemble. Standard Sizes for Boys' Clothing. Ready-Made versus Homemade Clothing. Authoritative Helpful Information. Selecting the Wardrobe. Outer Garments. Use Good Judgment in Planning and Purchasing the Wardrobe. Analyze His Personality. Effect of Line and Design. Color Choices. That Well-Groomed Look. Hair Dress.

8. TEXTURE AND DESIGN 353

Clothing Design. Fabrics.

9. TRIMMINGS AND DECORATIVE STITCHES 372

Trimmings. Seam Finishes.

10. CARE AND STORAGE 382

Laundering. Stain Removal. Care of Fabrics. Daily Care. Seasonal Care. Storage.

APPENDIX 401

Factory Methods in Home Sewing. Sewing Equipment. Some Short Cuts.

INDEX 407

Clothing and the Child

Chapter 1

The Psychological Effect of Clothing on the Child

MANY books and articles have been written on the psychological effect of clothing on adults and on teen-age boys and girls, but comparatively little attention has been paid to the influence of attractive, becoming, suitable clothing on children as they develop from infancy to adolescence.

Well-fitted, comfortable garments in harmonious colors to accent eyes, hair, and skin, worn by a child, freshly bathed, whose hair is shining clean and attractively arranged, contribute to a feeling of well-being and self-confidence. An appropriate costume ensemble of this type will help develop the well-poised, personable individual who is ready to participate in group activity or to work alone without self-consciousness.

The importance of personality and its relation to the success or failure of the individual throughout life should be understood by parents and those who work with children. The most careful thought and study as well as painstaking effort must be given toward developing a well-adjusted, emotionally balanced boy or girl.

Dr. Nicholas Murray Butler, the eminent late president of Columbia University, when addressing the graduating class at the One Hundred

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The importance of personality and its relation to the success or failure of the individual throughout life should be understood by parents and those who work with children. The most careful thought and study as well as painstaking effort must be given toward developing a well-adjusted, emotionally balanced boy or girl.

Dr. Nicholas Murray Butler, the eminent late president of Columbia University, when addressing the graduating class at the One Hundred

and Eighty-Ninth Commencement, took "the power of personality"[1] as his subject. He said: "The reader of history is familiar with the fact that throughout the ages it has been personality which has given leadership and accomplishment to an individual who without it could not have accomplished a fraction of what he was able to do for his fellow men. . . ."

Gesell[2] believes that even in infancy there should be a more searching quest for the distinguishing features of individuality. He feels that many liabilities and assets remain concealed or imperfectly recognized because of lack of social and educational mechanisms for identifying the characteristics of children. "Each infant is an individual with unique patterns and potentialities of development. Nothing less than a broad consecutive system of developmental supervision can bring into timely evidence those traits of weakness and strength which most concern the family and the community."

The preschool period is a critical one in the development of the child. Not only do physical defects manifest themselves, but also faulty attitudes, anxieties, insecurity, instabilities, and distortions of personality are produced. On the other hand such latent and nascent powers are discernible during these years as "temperamental traits of strength and promise, superior sensitiveness and perceptiveness, artistic talents, emotional excellence, superior poise and endurance, social adaptability, and gifts of leadership."

Parents and teachers may well study the effect of clothing on the developing personality of the child. They should analyze more thoughtfully the part that planning, selection, and care of clothing may play in developing good habit' and character traits which make for responsible members of a family or school group.

The careful observer will soon note the effect of clothing upon the moods and behavior of children. One color, such as red or orange, may cause a child to be overexcitable or highly nervous, whereas a soft rose or pale green may have a quieting influence. Color choices whether in their

[1] Nicholas Murray Butler, "The Power of Personality," an address delivered at the One Hundred and Eighty-Ninth Commencement of Columbia University, June 1, 1943.

[2] Arnold Gesell, M.D., *et al.*, *The First Five Years of Life*, pp. 314–315, Harper's, New York, 1940.

FIGURE 1. *Good-looking, becoming, comfortable garments, which are good buys for the money, should be selected for boys and girls.* GEORG JENSEN, NEW YORK.

own clothing or in that of adults about them may affect the health and stability of children's nerves.

Play costumes to represent different characters are found in the shops; soldier and sailor suits inspire war games, and the cowboy suit or the Indian outfit means brandishing ropes or toy weapons and much screaming and shouting. Such costumes may have an unexpected effect on the child's mood or behavior which may be more serious than the donor foresees.

The history of clothing for boys and girls of the past shows that too often, particularly for the upper classes, it was modeled on designs for adults. Although mother-daughter costumes, now popular, may develop into this same sort of thing, the wisest judgment today encourages simple designs, easy of cut, ample in fullness for stooping, reaching, and growth, and entirely appropriate for the child at whatever age he happens to be. When garments similar in design to those of older boys and girls or adults are worn by children there is a tendency for the children to take on the manners and attitudes of older people and to demand experiences or privileges

unsuitable for them. Since these young children lack maturity of judgment the thoughtful parent will study designs, fabrics, and colors carefully and will choose with the child only those that are suitable to his age level and personality.

Children as young as three years can be taught the names of colors. They perceive differences in color, but color preferences are not strong. They recognize colors by names by the time they are five years of age. By six years they have achieved almost perfect accuracy in matching colors of various hues and intensities. At all ages girls show a higher sensitivity to color than boys.

An interest in color, color combination, and appropriate and becoming designs in clothing will be stimulated by interest or bent in the family. The child who has lived in a home of rich artistic background and whose mother or older sisters exemplify good taste and grooming in clothing choices is stimulated to emulate and, with guidance, is likely to develop imagination, ingenuity, and creative ability. The child with a more limited home background may become insensitive and indifferent to the importance of colors which enhance the wearer and to the importance of pleasing designs for comfort and ease. Children learn from each other and from members of the family. General group interest will help children to appreciate and understand the place of becoming, appropriate clothing in their own unfolding universe. They will neither overemphasize its importance nor underestimate it.

Some mothers and teachers call the attention of children to examples of artistic selection in their environment. Suitable red buttons on a navy blue dress or a yellow sweater worn with a brown skirt are admired. An interesting color combination or an unusual design motif used in the patterned fabric of a friend's dress are mentioned, and distinctive features are pointed out.

Later when the child suggests matching the color of her dress with a hair ribbon or selects a gay contrast the mother values her earnest efforts towards creative expression. She will understand and encourage the child to experiment further with other color combinations. Such appreciation stimulates the child and increases interest.

As a child grows older the color plan for the whole wardrobe may be

talked over. When fall and winter clothes are about to be purchased, related and contrasting colors may be considered for the various items. A coat which will harmonize with shoes, dresses or suits, sweaters, and hats will be given first consideration. Unity with variety will be the goal towards which mother and child will work together. An unfolding world of fascinating color combinations will be opened up to the child, boy or girl, and creative expressions and understandings will be developed.

Very early in life, the child discovers that his clothes attract attention to himself [says Hurlock [3]]. Comments are made by adults about the newness, the color, or the style of the clothing. Playmates of his own age notice and admire his new clothes and openly envy an article of clothing which they themselves do not possess. Murphy (1937) reported that three-year-olds not only noticed one another's clothes but referred to the newness, color, or any feature that was different in the clothing of other children. It is not therefore surprising that the little child learns the powerful effect that clothing has on others and the gratification that it gives the wearer. As a result, his interest in clothing is greatly enhanced.

Clothes can make childhood a delightful period. They may contribute to the developing character of the child and to his self-confidence and good cheer. They may influence his mental health by encouraging him to accept responsibility, to cooperate, and to contribute. To look fit is to feel fit, the first step towards any accomplishment whether on the playground or in the schoolroom.

Understanding the Child

The responsibility for training the child in the first twelve years of his life lies largely with the parents though it is shared by the schools. Sound health, character, and education and training which fit him to meet the problems of a changing world and to take his place as a responsible citizen are desired by every normal parent for his child. They are acquired through wisdom and understanding, sound planning, and infinite care and judgment in training.

[3] Elizabeth Hurlock, *Child Development*, p. 419, McGraw-Hill, New York, 1942.

Home training in good habits opens up to the child all the challenging experiences of school life. Bathing, hand washing, dressing, undressing, and hanging up personal clothing should be routine operations which the child does automatically. They have become the customary thing because he has seen the members of his family engaged in these same routines, and he has practiced them without exception, assuming more responsibility with each additional birthday. His efforts have received approval or recognition, and he has been made to feel that he is an important part of a smooth-running, well-organized household. A sense of joy in achievement motivates his efforts, and the good habits are likely to persist through life.

According to Gesell [4] the development sequences in dressing are:

1 year. Interest in taking off hat, shoes, pants. Cooperates in dressing; puts arm into armhole or extends leg for pants.

18 months. Removes mittens, hat, socks; unzips zipper. Cooperates in dressing; puts on shoes.

2 years. Removes shoes, stockings, pants. Likes to undress. Can put on some clothes though may put both legs in one pant leg and may get hat on backward. Cooperates in dressing.

2½ years. Better at undressing than at dressing; can take off all clothes. Can put on socks and perhaps shirt, pants, and coat though not always accurately. Allows mother to lay clothes out, correctly oriented. May be completely independent or may demand total help. May run away as he is being dressed.

3 years. Undresses himself rapidly and well. Can put on pants, socks, shoes, sweaters, dress. Can unbutton front and side buttons. Cannot tell front from back or lace shoes, though might try.

4 years. Dresses and undresses with little assistance, especially if clothes are laid out. Can distinguish front from back, lace shoes; may button front buttons.

5 years. Dresses self completely, lacing shoes, buttoning front buttons. Cannot button back buttons or tie shoe laces. Motivation may be lacking. "He can but he doesn't." Mother responsible for selecting clothes, laying them out, picking them up after they have been removed. Careless about clothes.

6 years. Can dress self except for tying shoe laces and buttoning very difficult buttons. If they do tie shoe laces, tie them too loosely. May need some help and is unwilling to accept this help. Mother needs to be nearby to give

[4] Arnold Gesell, M.D., and Francis Ilg, *The Child from Five to Ten*, pp. 266–268, Harper's, New York, 1946.

some assistance. Dawdling. Boys brush hair; girls need to have hair combed. Careless about clothes even though may be clothes conscious. Drop clothes off as they remove them, or fling them about. Not responsible for keeping clothes clean and tidy, except for a few girls. Mother needs to select clothes, and may need to lay them out. Accessories are frequently lost.

Garments opening down the front and large buttons and buttonholes simplify the dressing procedure and make it possible for children to do many things for themselves.

Girls dress themselves with greater ease and at an earlier age than boys, for they have fine motor coordination and a flexible rotation of the wrist. Some girls at two and three years dress themselves efficiently while there are boys five and six years old who have difficulty with buttons and putting on garments.

"Surprisingly enough [says Gesell [5]] it is found that the emotionally dependent child is not as a rule dependent upon the mother in dressing, but is the opposite and at an early age shows marked independence in dressing. Dressing difficulties may extend into kindergarten, and, if too much is asked of the poorly coordinated child, it may disturb his entire adjustment to school."

Good home training equips the child to enter nursery school. When he arrives each morning he removes his outdoor garments, hangs them up, and puts on his play clothes; he washes his hands before going to the table for lunch. It is not necessary to take time for this training in school; he is ready to join the group, to play, to paint, or to engage in any of the delightful activities open to him.

Early training can build attitudes. Contrariness, an unfortunate trait in any personality, is largely the result of misguided use of control and discipline. It denotes lack of emotional balance. It makes for unpleasant relationships with playmates and teachers. Resistance to authority, an outgrowth of home experience, will mean that the first few years of school training must be given to relearning.

When boys and girls are ready for elementary school, at about six years of age, they should react pleasantly, carrying out any reasonable requests made by parents or teachers; they should be able to take care of

[5] Arnold Gesell *et al.*, *The First Five Years of Life*, p. 249, Harper's, New York, 1940.

FIGURE 2. *Ease in cut and comfort in design and fit help children to forget themselves. Note extendable shoulder straps held in place by epaulette shoulder straps on shirt, three-quarter length "britches" to protect the knees and adjustment tabs at the waist to allow for snug fit as well as growth.* MERRY HULL, INCORPORATED.

and put away their own belongings, such as sweaters, raincoats, and galoshes; they should enjoy carrying through their own plans with some guidance, such as selecting with the mother the dress or suit and accompanying accessories to be worn the next day; and they should know enough words to understand what is going on in their immediate world. This is equipment for entering the first grade and for building soundly as personality and character develop.

Timidity and bashfulness are traits which may be outgrown by the child or they may be accentuated so that he becomes miserable and self-conscious in a social situation and his introversion increases as he grows older. It is safe to say that the color, design, and cut of the garments worn by the child may cause self-consciousness and timidity or contribute to assurance and ease. Children like to dress as their companions do. Mary is uncomfortable if she wears a dress when all her friends wear corduroy overalls at play. A slipover sweater is very important to Bettie in the fourth

grade if the other girls in her class wear this type of garment, and a sweater which opens down the front will not be an acceptable substitute. Twelve-year-old Bill must have a leather jacket when all the other boys have one. Bill's mother may be disturbed because it is soiled and scuffed, but she will understand that this is a temporary phase in his developing personality. Wearing what the other boys wear and in the same manner gives him self-confidence and a feeling of being a part of a group.

Ease in cut, and comfort in design and fit, help children to forget themselves. If Jack's trousers are too tight through the crotch he will give more thought to his discomfort than he will to his lessons. Six-year-old Jane was wearing a dress which had suspenders snapped on at the waist. Each time she leaned over or reached for something the suspenders unsnapped. Jane could not play "bean bag" or skip rope with the other children because she would have to stop to fasten the snaps.

Designers of children's clothing might well give more thought to planning a minimum number of garments which can be put on with ease and speed. It should not be necessary to use a two-piece garment when an all-in-one will serve the purpose. When it is difficult to distinguish between head and arm openings, when the back and front of a garment are different in cut yet seem alike to the four-year-old, he may find the task of dressing himself too difficult, or he may become angry when he puts on the garment incorrectly several times in succession. A temper tantrum may be the outlet for his irritation. One home economics student in the nursery school has this to say:

> When a person observes children and their actions she can tell which clothes they like and which ones they dislike. I learned a great deal about them as I watched them through the day. Our children were two to four years old.
>
> The wardrobe for the boys included underwear, suits or overalls, socks, shoes, sweaters, jackets, leggings, and coats. The boys seemed to have little trouble with their underwear. They wore two kinds, a one-piece suit with buttons up the front or shirts and pants. The one-piece suit was the more common and, in my opinion, the easier for the children to handle.
>
> Two-piece suits, with the pants buttoned to the shirt around the waist, were put on next; they were difficult for the child to get into, and it was a real task to fasten so many buttons. One little boy who dressed himself quickly had a one-piece suit with buttons down the front, and a little belt that

buttoned to the front. He had less trouble managing his clothes and seemed to enjoy dressing himself.

The boys who wore overalls were quite pleased with them. They could get in them easily, and seemed to like the buckles. Then, too, the fact that the pants were long probably added to their pride in them.

Socks did not prove to be much of a problem [the observer continues] though shoes were a real difficulty. Some children could not select the shoe for the right or left foot, and those who put the shoes on could not fasten them. This did not bother them so much, but several of the children became upset over the fact they could not get their shoes on correctly. One little boy succeeded in getting his on right and beamed with pride, when complimented by a student assistant.

Sweaters were a problem, especially the slip-over ones. They were confusing, for children dislike to cover their heads. One little boy tried to put on his sweater; after several failures he became quite angry, threw the sweater down and would have nothing more to do with it. Sweaters that open down the front are more practical for young children.

Coats did not offer much of a problem for the boys. The garments are large and bulky for their small hands, but most of the children could get them on after several attempts. Those who wore leggings needed help for they were not old enough to put them on alone.

The principal garments worn by the little girls were panties, shirts, petticoats, dresses, sweaters, coats, leggings, shoes, and socks.

All of the girls put on panties and shirts without help, though some time was consumed deciding on the front and back of the panties.

The girls put on the petticoats quickly too. There is enough difference between armholes and neck to make them easy to distinguish.

The dresses offered a problem. Very few could get them on without help, and, when they did, they could not fasten them. None of them seemed to be wearing dresses planned for self-help training. They either had lots of little buttons, or a sash, or were buttoned down the back.

Boys and girls reacted to coats, leggings, shoes, and socks in about the same way.

The over-sized garment is another problem which must be carefully considered. Although it is necessary to purchase garments which will last two years or else to pass them on from an older child to a younger one, the growing boy or girl should not be made self-conscious because clothes are too large or too long. Some adults can recall the acute agony suffered

in youth because they were always growing into their clothes. Tucks, wide hems, extra material in turned-up cuffs, and suspenders with extra length are some of the solutions to this problem that can be planned for by the understanding mother.

Too-bright or too-dull color may make a child feel conspicuous. Tan or gray clothes may be utilitarian but should be combined in the costume with other colors likely to be becoming. A fuchsia dress or a chartreuse coat would be too unusual in coloring to be a satisfactory choice for most children.

A college student was interested in the reaction of children to clothes. She said: "There is an example in my home town of a child who has been much influenced by being overdressed. At the age of five she had a white fur coat, elaborate velvet dresses, and other foolish luxuries much too fine for a child. She brags about her clothes all the time and has become unpopular with the other children her age. Her mother has made her too clothes conscious. The child is not very happy for she is not accepted by the group of children who should be her playmates."

If the importance of these details in color and design of clothing and their influence on the developing personality of the child are discounted, bashfulness and fear may result. In extreme cases they can affect emotional balance. The child may become so contrary that his answer is "no" to requests, and temper tantrums may increase in frequency. On the other hand a willingness to learn, a quick response to suggestion, and a friendly attitude will be more likely to result when the child is appropriately dressed and entirely unconscious of his clothes.

Parents and teachers, in attempting to understand the child, must be sensitive to the way he thinks. In describing the two- to three-year-old, Mrs. Arlitt [6] says that he has only a few words with which to do his thinking and very little experience with actual things.

> He does not sit down and think how to put his leg into his underwear. On the contrary he makes countless aimless, and to you rather stupid movements in the process of which he may get the left leg in the opening for the

[6] Ada Hart Arlitt, *The Child from One to Twelve*, pp. 150–151, Whittlesey House, New York, 1931.

FIGURE 3. *The deep armholes of this flannel jacket, large buttons and bound buttonholes make it easy to put on and take off. Comfortable cut and "let-out" hems allow for longer usage during a period of rapid growth. This jacket would be even more satisfactory for the chubby baby if the collar had been omitted.* MERRY HULL, INCORPORATED.

right one or both legs in the single opening. It is more than common for children when the coat is held for them by the adult to place the wrong arm in the nearest armhole repeatedly. Thinking then for the most part takes the form of movement of a trial and error type, that is to say, the child will try all sorts of movements in order to find the right one.

As he gets older, Mrs. Arlitt points out, he substitutes words and ideas for the enormous amount of movement which has been present during the first two or three years of his life. However, he often fails to see similarities and differences unless they are pointed out to him. Some children may not know the difference between getting their feet wet on cold rainy days and getting their feet wet playing in the grass in the summer. Parents who are on the alert can help their children to perceive such similarities and differences. In giving a child experience in putting on and taking off clothing, in making some selections, in giving them some care, and in putting garments away or taking them from their storage place, the parent is training the young child to think within the limits of his age.

The "funnies" are an extraordinary influence on the six- to twelve-year-olds. Superman, that fabulous figure in the world of comics, could be used as an inspiration, or as a method of instruction. If Superman brushes his teeth, takes care of his clothes, and always presents a well-groomed effect before he sets out on his exploits, thousands of grade school boys take a greater interest in their own appearance. He "wages incessant war against injustice, intolerance, bigotry, and other down-to-earth villains of modern society. Children can enjoy the thrill of danger knowing that right will prevail and that good will triumph over evil." [7]

The rate of physical development should be understood. It is well known that the first eighteen months of life is a period of very rapid growth. The period from three to six years may be characterized as rapid and uneven, though it is relatively slower than the preceding one. Another period of rapid growth follows preadolescent years. Stabilization of weight and height does not occur until after adolescence.

Heights and weights for three-, four-, and five-year-olds are:

[7] Mort Weisinger, "Here Comes Superman," *Coronet*, pp. 23–26, Esquire, Inc., Chicago, Illinois, July 1946.

	Height	Weight
Three-year-old boys	33 to 40 inches	26 to 36 pounds
Three-year-old girls	32 to 40 inches	25 to 35 pounds
Four-year-old boys	35 to 43 inches	29 to 41 pounds
Four-year-old girls	35 to 43 inches	29 to 40 pounds
Five-year-old boys	37 to 45 inches	43 to 45 pounds
Five-year-old girls	36 to 44 inches	31 to 42 pounds *

* Reprinted by permission from *The Child, His Origin, Development, and Care*, 2nd ed., by Florence Brown Sherbon, McGraw-Hill, New York, 1941.

From six to nine years, say students of child development, an annual growth of two to three inches and an annual weight gain of three to six pounds may be expected. Structural growth is relatively slow during these years. However, there are wide variations, each with its own special significance.

The legs of five-, six-, and seven-year-olds are lengthening rapidly. The child may become rangy and gaunt looking. The chest is larger. Postural defects which begin to appear at the age of five become quite apparent in the next two years. However, the healthy child, during this period of growth, has bright eyes and fresh clear color in his skin. His legs are straight, and he is fairly erect and does not slump over his desk. The average six-year-old girl approximates the typical seven-year-old boy in skeletal maturity.[8]

In the age range nine to eleven, growth in height and weight is normally slow and steady. The rapid growth of early childhood is finished, and the changes of adolescence often begin to appear. From nine to ten years for girls and ten to eleven years for boys is the period of least growth in height. Of course individuals vary. A few girls and fewer boys show signs of approaching adolescence in sudden and rapid growth by eleven years.[9]

During the period of rapid growth, three to six, it is well to buy fewer garments and wear them often. From six to nine, with careful planning of

[8] Ruth Strang, *An Introduction to Child Study*, rev. ed., p. 292, The Macmillan Company, New York, 1938.

[9] The Faculty of the University School, *How Children Develop*, pp. 18–19, 29–30, Ohio State University, Columbus, Ohio, 1946.

design and "let-out" features, some articles can be used a second year. Fabrics of better quality are justifiable then and in the short period before adolescence.

Habit Formation

Attitudes, such as willingness to take responsibility, emotional control, and training in grooming and personal appearance, are based upon the setting up of habits. The mother and father and the teacher, understanding basic psychological principles, can guide the child in practice and will reward progress with appreciation or recognition. In setting up good habits there must be unremitting practice. Each night the child should hang up his clothes. He should have his own chair or special place; he will need coat hangers and a rod within reach in the clothes closet. He should have his own clothes brush and should be taught how to use it as early as his developing maturity will permit. Continued practice and no exceptions will make him a responsible individual contributing to the well-ordered routine of the household. Along with this he will have the satisfaction of carrying through a difficult job, fundamental to success in life.

A regular schedule for the activities of the family makes for a more orderly world in which the child is expected to be a contributing member. Fewer conflicts will result if the child knows when routine acts will be expected of him. Bathing, brushing teeth, hair washing, and putting away freshly laundered clothes can be done at the same time each day or each week. Such a schedule discourages friction and makes for the gracious atmosphere which pervades the well-ordered house.

Since children love to play they can be taught many things in play spirit or as part of a game. A gay story about another child who dressed or undressed quickly might hasten the process with a slow child.

At about six months, many children show anger and irritation during the dressing process [Arlitt points out [10]]. Holding the arms to get them through the sleeves of the child's clothing, tying the cap on his head, and the like constitute restriction of movement which the baby objects to by crying and temper spells. Watson comments on the fact that the dressing process conducted in a

[10] Ada Hart Arlitt, *The Child from One to Twelve*, p. 92, Whittlesey House, New York, 1931.

playful way will not produce these anger spells. This appears to be true, but, in using this playful method of dressing, the parent must be careful not to have the idea of play become so firmly fixed that the child, as he matures, will prolong the dressing process unduly in order to prolong the play period.

It should not be presumed that children will learn to dress and undress themselves and care for their clothes with speed and ease. Much training is necessary to distinguish the right from the left shoe. The right order in putting on garments will require many practices. Children handle things awkwardly. Patience and praise will encourage them. They should not be blamed when they make mistakes and should not be laughed at for some ludicrous effect when a garment has been put on improperly. The tone of voice encourages effort, and a word of approval will spur them on to further accomplishment.

The general principles of habit formation are well known, and they apply at all age levels. The child tends to do over and over again anything which has pleasant results or makes him more comfortable. This may apply to forming a good habit as well as a bad one. Every time he repeats any act the habit becomes stronger, and he is likely to continue doing this same thing. An example would be the child who has accomplished the removal of his shoes and socks without any help from his mother as he gets ready for bed. If she commends him for this he feels a warm glow of pride. The following night he repeats the process more quickly and continues nightly until the habit becomes automatic. He may be so pleased with his ability to take off shoes and socks that he may do this when playing outdoors on a cold day. The mother will have to take prompt action to keep him from repeating the act. Severe discipline should not be necessary. He can be called indoors and required to put back on, without assistance, the shoes and socks he removed with such ease. Leaving his playmates and spending a while indoors at this task will probably be unpleasant enough to make him remember that there are appropriate and inappropriate times for the removal of shoes and socks.

That one is likely to do what is suggested by some other person or by the surroundings is another principle of habit formation. If it is the custom for adults and children to pick up their own clothes and put them away, young Johnnie acquires the habit quickly; if everyone in the nursery

school washes his hands before going to the table the newcomer will do it too. In fact, this may become such a habit he will be unable to begin his meals at home until he has washed his hands.

Another principle of habit formation is that, when one practices both good and bad habits, either may continue to be used. If the child is encouraged to undress himself some nights and other nights, when the mother is in a hurry, she does it herself, he will continue to expect assistance from her long after the process should be one of the good habits he has formed.

Still another well-known principle is that the child must engage in activity. If the child is engaging in an unwise one, a good activity should be suggested to take its place. There must be an outlet for Mary's need for activity. To forbid the act is insufficient if no substitute is suggested.

With an understanding of these rules of habit formation the parents are equipped to help Mary and Johnnie to become responsible members of the group, and there is less friction and unhappiness.

REGULAR HABITS WHICH SHOULD BECOME ROUTINE

Daily

- Dressing
- Undressing
- Picking up and putting away day- and nightwear
- Folding up hair ribbons, scarves, and accessories
- Bathing
- Brushing teeth
- Combing hair
- Washing socks
- Polishing or cleaning shoes
- Brushing coats and outer garments

Weekly

- Washing hair
- Putting clothes in laundry
- Helping put away personal and family laundry

Inspecting clothing for mending, repair, and replacement of buttons
Keeping dresser drawers and closets in order

Seasonal or Occasional

Laundering, cleaning, brushing, and airing winter and summer garments; putting them away until needed again

Making an inventory of garments on hand

Studying those discarded by other members of the household

Planning renovation and remodeling

Planning the purchase of new garments; planning becoming and harmonious colors

Rearranging or cleaning out clothes closet

SOME GUIDES TO HELP FORM GOOD HABITS OF DRESS

1. Keep the child's wardrobe simple.

2. Plan as few garments as possible to supply warmth, comfort, and an attractive effect. A few garments worn often, when outgrown, can be replaced by a few more.

3. Eliminate elaborate designs, such as collars which must be crossed and snapped into place, separate tight-fitting Eton jackets, and bows of ribbon which must be tied at the shoulders or in front.

4. Use as many front openings as possible. Use buttons and fasteners which the child himself can handle. Use a minimum number.

5. If slipover garments such as slips are used, be sure the head openings are large or will stretch easily when the child puts them on. Indicate the front with a special mark.

6. After the child is dressed for the day try to plan for no more than one change of costume before he goes to bed. A child dislikes frequent dressing and undressing. If he takes a nap after lunch, his fresh garments for the afternoon might be put on when he awakens.

7. Work out a schedule of time for dressing and undressing early in his life and follow it carefully.

8. As early as possible accustom him to putting on and taking off

his sweaters and coats, mittens, and head coverings so that he will feel responsible when he plays outdoors. The mother should not have to remind a child to put on a sweater whenever he leaves the house to play.

9. Have hooks and shelves in the hall closet which the child can reach. Train him to keep his wraps and rainwear there.

10. Do not let him play indoors in his coat or snowsuit. Since these garments should be put on and removed frequently by the child much thought should be given to their design. There should be no extra belts, tiny hooks or buttons, heavy collars hard to fasten in place, or fine cords or ties.

11. Older members of the family should set an example in putting on wraps for outdoors and keeping them in place out of sight when not in use.

12. Socks, shoes, dresses, suits, sweaters, and coats should harmonize in color so that they will always look well when worn together. The child should not have to make a choice between several coats or head coverings or mittens. Too many articles of dress are confusing.

13. Use preshrunk fabrics, fast to light and laundering and cleaning. Do not use handsome or delicate fabrics such as chiffon, fine velvet, or pastel-colored taffeta.

DISCUSSION

1. List some of the routines in the home which can be put on a schedule. How will these vary with size of family, income, and standard of living?

2. Discuss rearranging a family schedule to make for a smooth-running household with the minimum of family conflict. How can the cooperation of all family members be secured?

3. What is likely to be the effect of unsuitable or unattractive clothing on a quiet timid boy? on an aggressive self-conscious girl?

Clothing and Health

POSTURE

Good posture is basic to a pleasing appearance. The well-balanced figure means a straight spine. When the child is standing, a line from the ear should pass through the middle of the shoulder, hip, knee, and ankle.

FIGURE 4. *Corduroy coat interlined in wool is designed for three seasons of wear for the preschool boy. Overalls cut high with an adjustable waistline are worn with it.* MERRY HULL, INCORPORATED.

The first five years of life are largely concerned with the elaboration of native reactions into a large variety of gross and fine motor skills [Gesell points out [11]]. The interesting feature about the development of these complex movements is that their automatization increases rather than lessens their adaptability to new demands. The rate of improvement in any skill depends to a great extent on the capacity of the organism to anticipate the actual response by appropriate compensatory postural adjustments. Postural skills once acquired and mechanized not only permit greater freedom for adjustments to new situations but serve as an essential preparation for the development of the higher more refined skills of later years.

Well-balanced posture and coordination of muscular activity, while sitting or standing, are acquired in early childhood. They are the basic behavior pattern to more advanced activities.

When standing, the head should be held erect with chin up and in. The chest should be high and arched, the shoulders level, and the abdomen drawn in. The child's arms should hang loosely from his shoulders, and the weight of the body should be balanced upon the ball and outer side of the foot.

Coordination of muscular activity acquired in achieving good posture while sitting or standing is basic to graceful walking. To teach a child to "walk tall," to hold his head high, and to stand against the wall with head, neck, shoulders, backbone, thighs, and calves drawn close against it is the responsibility of parents and teachers. It sets the pattern for poise and good posture.

Comfortable socks, well-fitted shoes, and lightweight clothing hanging from the shoulders enhance gracefulness. Garments that are too tight through the shoulders and chest, or a tight belt worn by a slender boy to hold his trousers at the waistline, are likely to affect the child's carriage and should be avoided.

CLOTHING FOR COLD WEATHER

Primarily, clothing is intended to do away with the necessity for chemical regulation, and so conserve energy and incidentally save fuel [say Woolman and

[11] Arnold Gesell *et al.*, *The First Five Years of Life*, p. 65, Harper's, New York, 1940.

McGowan [12]. Thus it must not *conduct* heat too rapidly for the maintenance of an even temperature; it must prevent undue loss of heat by *convection*, that is, the rising of currents of warm air, and their replacement by cold currents; and it must not be so insufficient as to suffer the body to lose heat rapidly by general *radiation*.

Some child specialists point to the need for additional research to estimate the weight of clothing a child can carry in proportion to his own or in relation to his physical stamina. Summer wear for many children has been reduced to a minimum, but clothing for rainy, snowy, or cold weather may be too thick, cumbersome, or heavy for physical comfort.

Warmth and protection can be secured by several layers of lightweight clothing. The air between the layers serves as an insulating agent. The outer fabric should be wind resistant. The inner layers may be knitted or napped materials of medium or light weight. These may be of such fibers as cotton, rayon, wool, or blends of two or three of them.

Woven and knitted cottons can be napped or brushed. This adds thickness, and additional air is enmeshed. However, a finish of this type, when applied to cotton, mats down or decreases in effectiveness with laundering and with wear. A poor quality of outing used for pajamas becomes thin and sleazy by the end of the season. The nap on a heavy quality loses its springiness. Napped or brushed cottons used as linings or interlinings for jackets, coats, windbreakers, or ski pants are most satisfactory when they are subjected to cleaning only two or three times in a season.

When napped wools, knitted or woven, are used for coats and jackets to provide warmth against wind and cold, the background weave must be a close one. The loosely woven soft woolen sweater will not be nearly so satisfactory for an outer garment in the coldest weather as a fleeced wool fabric or brushed wool-jersey material. A lightweight, closely woven cotton, such as poplin, treated for water repellency is an excellent windbreaker in cold rain and snow. It is increasing in popularity as the outer layer for garments made of two materials such as ski pants, snowsuits, jackets, and other articles of outer wear. It is lined with flannel, jersey, a sweater-like material, outing, chamois, or fur.

[12] Mary S. Woolman and Ellen B. McGowan, *Textiles*, p. 319, Macmillan, New York, 1943.

Although children's winter garments to be worn outdoors should be warm, those for indoor use should be lightweight. When boys and girls live in well-heated houses there is little difference between dresses and suits for winter and summer. Long sleeves may be used instead of short ones, and darker values in colors may be chosen for winter wear. Heavier underwear or extra sweaters and coats are added or removed with variation in temperature. Socks may be worn indoors, but knees and bare legs must be protected by warm coverings when the child goes out into cold or rainy weather.

For ease in laundering, comfort, and good service a medium- or lightweight cotton knit of good quality is an excellent choice for underwear for all children and for suits and sunsuits for those six years old and under.

Some children generate heat more rapidly than others and perspire freely. There is a likelihood that their wet clothing will cause them to catch cold easily. They require less clothing than children whose poor circulation and general health condition demand winter underclothing of part wool in order to maintain an even body temperature. Valuable body heat can be lost when the appropriate weights of garments are not provided. Wool knitted underwear is used much less often now for children than it was in the past. It irritates the skin of some. The chief objection raised by mothers is that it requires great care in laundering. Unless the appropriate methods are used, wool underwear thickens, shrinks, and loses its resiliency. It is usually more expensive than a good grade of cotton. Most children find it too warm in a well-heated school or home.

Two thin layers of knitted fabric woven as one are considered satisfactory for winter wear. Both layers may be of cotton, or the inner layer may be of cotton and the outer one of wool, cotton, rayon, or a mixture of two of the fibers.

When adult garments are remade for children their weight should be studied carefully before they are used. Father's overcoat of a heavy nubby tweed or a thick, board-like coating or mother's old velour jacket will prove inappropriate as a made-over, no matter how good the material is.

When a high percentage of cotton is used in a coat material it usually adds too much weight for a child without compensating warmth.

Teachers and child specialists have noted that a girl or boy dressed for rainy cold weather may carry so much extra weight in heavy sweaters, coats, underwear, and rubber footwear that he cannot play outdoors with ease and in some instances stumbles up the steps of the school building with great effort. The timid child or the frail one may be seriously hampered in this way. He may be so uncomfortable in his clothing that he appears to be more indifferent to other children than he really is.

The child should be trained to give thought to the appropriate weight and type of garment to be worn. A suggestion on a rainy morning can take the form of a question. "What clothes will you wear this cold rainy morning?" will put some responsibility on the child and will develop his understanding of the relationship between weather and appropriate clothing. Whereas, "Jim, be sure to wear your rubbers today" will accustom Jim to waiting for instructions, a habit which may persist throughout the rest of his life.

"Any child old enough to read numbers can be taught to consult a thermometer," points out Young.[13] She suggests a wrap chart made out by mother and child together to avoid the constant admonishing about wraps and rainwear. The child consults the thermometer and then wears the appropriate outer clothing:

Above 85 degrees F.	Barefoot
70 degrees F. and up	Anklets, no hat, no coat
Below 70 degrees F.	Long hose, light coat, hat
Between 30 and 60 degrees F.	Heavy coat, cap, mittens
Below 30 degrees F.	Leggings added
Snowy weather	Overshoes, leggings
Rainy weather	Rubbers, raincoat
Threatening days	Carry rubbers and raincoat

CLOTHING FOR HOT WEATHER

In the summer months boys and girls should wear no more clothing than is necessary to maintain an even body temperature. Permitting the

[13] Florence E. Young, *Clothing the Child*, p. 92, McGraw-Hill, New York, 1938.

sunlight to reach the body in moderation is health giving but must be planned with care.

"The ultraviolet rays of sunlight activate ergosterol, present in the skin tissues, to form vitamin D, the antirachitic vitamin, whence it goes to serve the body as a whole," Woolman and McGowan [14] point out. "The fact that it has this effect does not mean that it is well to blister the body by too long exposure to the sun on a sandy beach." Great care should be exerted to see that the child does not play outdoors in direct sunlight for too long a time. He should be encouraged to wear a broad-brimmed sunhat to protect eyes and head.

Most children lead an active outdoor life in summer. Loose-fitting garments, allowing freedom of movement and unrestricted play, are the appropriate choice. The sweat glands secrete perspiration in varying amounts. Clothing must absorb the sweat and oil as it is secreted and at the same time maintain a normal body temperature. Garments worn next to the body must be laundered daily; in fact a complete change of garments twice a day is desirable in some climates.

Summer clothing, then, must be absorbent, porous to permit free circulation of air, light in weight, and washable. Smooth fabrics permit greater air permeability than napped or rough ones; however, glazed finishes, such as chintzes, prevent air penetration. Combed and mercerized cotton, whether knitted or woven, is smooth, clean, and absorbent, and it launders easily. White cottons can be sterilized by boiling.

SOME DANGERS IN CLOTHING

Dermatitis

Spun-glass fabrics used by manufacturers to line children's coats have been known to cause skin irritations.[15] Complaints of purchasers were investigated, and the Public Health Service found that the skin condition was not a disease but rather a mechanical irritation caused by the coat

[14] Mary S. Woolman and Ellen B. McGowan, *Textiles*, pp. 317–318, Macmillan, New York, 1943.

[15] "Spun Glass Cloth Linings Found to Cause Dermatitis," reprinted with permission of *Women's Wear Daily*, December 7, 1945.

lining. According to the report in *Women's Wear Daily*, manufacturers purchased spun-glass fabrics originally intended for curtains and upholstery and not intended for clothing, but because of fabric shortages they were used for coat and suit linings.

An outbreak of dermatitis in 1940 was attributed to a new resin fabric finish.[16] This finish is essentially an emulsion of an acid ester gum, which was proved to be the chief irritant. The finish was withdrawn by its manufacturers for use on wearing apparel.

A wise precaution is the laundering of all new underwear, socks, and other new garments before they are worn next to the child's skin.

New finishes, such as creaseproof, waterproof, and mildewproof, are increasing in general use. All have possibilities of causing dermatitis, according to Dr. Louis Schwartz [17] of the United States Public Health Service. "The finishes which are mildewproof, and germproof, are all composed of powerful antiseptics and germicides which in concentrated solutions are primary skin irritants and in dilute concentrations can sensitize certain individuals and cause dermatitis." All should be carefully tested by manufacturers before being put out for general use.

Fire Resistance

Some fabrics used for children's clothing are highly inflammable. Rayons and cottons of loose texture with a fuzzy or napped finish catch on fire easily and burn quickly. Children wearing outing-flannel pajamas or nightgowns or rayon knitwear with a napped finish should not be allowed to stand near an open fire.

Children's play costumes, such as cowboy or Indian suits, can be given a flame-resistant treatment. Manufactured products are available for home use. Woolman and McGowan [18] recommend three ounces of boric acid

[16] Dr. Louis Schwartz *et al.*, "An Outbreak of Dermatitis from New Resin Fabric Finishes," *Journal of the American Medical Association*, Vol. 115, pp. 906–911, September 14, 1940.

[17] Dr. Louis Schwartz, "The Incidence and Prevention of Dermatitis from Textile Finishes," *Transactions of the Thirty-Second National Safety Congress*, Vol. 1, 1943.

[18] Mary S. Woolman and Ellen B. McGowan, *Textiles*, p. 316, Macmillan, New York, 1943.

dissolved in two quarts of hot water. Do not rinse; and repeat after the next laundering of the article.

DISCUSSION

1. What are some postural defects observed in adults? How could they be obviated by training in youth?

2. Plan a winter wardrobe for a ten-year-old boy living in the deep South; for a six-year-old boy living in the Northwest. How are the two wardrobes different? How are they similar?

3. Plan a summer wardrobe for a twelve-year-old girl who lives in Chicago; for a seven-year-old girl who lives in Los Angeles. How are the two wardrobes similar? How are they different?

Planning the Child's Clothing in Relation to the Family Budget

Chapter 2

SKILLFUL teachers of clothing and textiles not only are drawing upon the fields of psychology and sociology for what they offer, but they are also turning to the principles of economics to strengthen subject matter, to broaden the viewpoint, and to give sound foundation for understanding certain family problems in the clothing area. They are integrating related material from the social and natural sciences and utilizing it to understand family needs and interests. They are realizing that satisfactory family clothing is one of the primary essentials. They are studying clothing and teaching it from the broader over-all viewpoint. The wardrobe of the family may condition participation in activities, thereby affecting progress in the community. Planning, selecting, and making clothing for children are part of the larger picture and should not be treated as an isolated unit. The time is past when construction skills and designing garments are the only and most important emphases in clothing courses. What to buy, when to buy, when to make, and how to care for clothing are of equal importance.

Utilizing Economic Principles

The field of economics warrants more extensive exploration through study and research by teachers and students. Family budget problems deserve more time and study than are usually accorded them. Such problems can be more intelligently solved in the light of proper understanding of basic economic theory.

The business of being a consumer requires study and training just as does preparation for any vocation. Sound money management in the home contributes to good family relationships; it also makes a direct contribution to family progress and status in the community.

Young people, while in college, are still members of families. Their expenditures ought to bear a relationship to the *good* of the family. Desirable ways of spending or of using goods and services should be part of the personal development of a student.

The welfare of the individual is closely related to all others, to fellow consumers, and, equally as important, to those who produce or distribute goods and services. Homemakers, who are the family purchasing agents, must study many topics heretofore labeled "economics" in order to assume their responsibility and act effectively. An understanding of inflation, deflation, consumption, production, distribution, banking, credit, and investments, and their relation to the family budget and to whether the new coat should be bought this year or next, will bring about more intelligent consumption practices.

When homemakers know the needs and problems of others families as well as their own they are likely to wish to do something constructive to help. Wise legislation can be accomplished through study and individual and group action. Homemakers and home economists can thus fulfill the duties of intelligent citizenship.

These are some of the social and economic aspects we are obligated to consider if families are to live richly and participate freely in solving community problems.

In this chapter, researches and studies have been brought together to throw light on the problems of family clothing at various income levels

and in different sections of the country. The needs of boys and girls must always be seen in relationship to those of the whole family. This is the only sound procedure.

The limited number reported should give impetus to further study and research.

The Child's Allowance

THE SIX-YEAR-OLD

Children must be trained in the use of money. While boys and girls of five and six recognize coins, such as a nickel, penny, or quarter, they know little of their value in terms of purchasing power. A first allowance can begin at about that age. Its use should be planned; the child might be responsible for the purchase of his tablets or blank books and pencils, a contribution to the Sunday school collection, a small amount for savings, and the rest for his own pleasure. This is the beginning of a budget. Several envelopes in a box may be used to divide up the money when he receives it. By using tablet paper carefully, or by buying less-expensive pencils, he may add to savings. To save for a definite purpose, such as a special pair of mittens or an extra hair ribbon, is an incentive. When the amount desired has been accumulated the purchase should be made.

The child with a regular allowance will need guidance in planning and exercising judgment in using money to meet his needs. Seven-year-old Joe is beginning to have ideas of his own. He seeks recognition in various ways. Because he is beginning to establish his independence of adults he may refuse to do what he is told. The planning of the allowance will have to be a cooperative enterprise and not superimposed by the parents. Because Joe takes himself very seriously and imitates grown-up behavior his father and mother may talk over with him the amount of money for his allowance and its use. When he feels he has helped work out the plan and that this is the sort of thing grownups do, his complete cooperation will be won.

Each year there should be a larger allowance to cover an increasing number of expenditures. It is difficult for some parents to realize the im-

portance of placing responsibility for spending on the child. If all his needs are provided for without effort on his part, he falls into habits of inertia. Helping the child analzye needs, judge values, and make choices gives him invaluable experience which will contribute toward his development as a well-rounded person.

THE EIGHT-YEAR-OLD

The allowance of the eight-year-old should bring with it the responsibility for buying at least one article of wearing apparel. Of course Jane cannot go to the store alone to make a purchase. Let us suppose, after some family discussion, it has been decided that Jane can buy her socks now. Mother and Jane together can count the pairs of socks in her dresser drawer and examine them carefully to estimate wear expectancy. If Jane always wears white socks there will be no color schemes to consider, but if Jane and her mother have decided colored socks can add to the interest of the costume they will have to plan for matching or relating colors to Jane's dresses and coats or adding a note of contrast which will be repeated in the hair ribbons she wears. By this time they will have determined that Jane needs two pairs of white socks, one pair of red ones, and one pair of pink ones for immediate wear. It will be reasonable to recall that Jane's last pair of pink socks faded quickly and looked unattractive soon after purchase. They were made of rayon, and runs developed in them when Jane pulled them off too quickly. Mother explains to her that rayon is weak when wet even when slightly damp from perspiration. The last pair of cotton socks which had been bought were labeled "mercerized." They were wearing very well. Perhaps it would be well to get the new ones of mercerized cotton and also to be certain that they are labeled "colorfast to laundering and light."

Jane and her mother can estimate the price of the new socks by recalling that the last pair cost 35 cents. Jane does not have enough from her allowance of 75 cents per week to buy four pairs of socks at one time. She can plan to buy one pair each week for the next four weeks, or she and her mother might watch for a special sale and find a good quality for 25

cents per pair. Jane might get two pairs that week and two more the next week. She would also have saved 20 cents.

By visiting several stores to look at socks, reading the labels, and comparing the prices, Jane is becoming an intelligent buyer. She might even find that one store carries very satisfactory socks for 19 cents per pair. It would be worth while to buy three pairs at that store and plan to do without some other thing she wished to buy with her allowance that week.

Jane and her mother have decided that it was very poor judgment to have too many pairs of socks on hand, for she outgrows them very quickly, but it would be well to begin to save for the next purchase so that she might be ready to take advantage of a sale or an unusually good value. It might not be difficult to estimate that Jane uses about fifteen pairs of socks a year. Her total expenditures at the higher price of 35 cents per pair would be $5.25. If she were able to find as good value through special sales or careful selection for 25 cents per pair, the total cost would be $3.75. A saving of $1.50 in a year is an important sum when the weekly allowance is 75 cents. If fifteen pairs were needed for the year, Jane should buy about one pair every third week. This planning and discussing together contributes to Jane's sense of responsibility, to an interest in further planning, to building up judgments, and to the habit of weighing values.

At this time she could begin keeping a record of her purchases. A small notebook could be kept in a convenient place. Every time Jane and her mother made a purchase for Jane's wardrobe, the date, article purchased, perhaps a brief description, and the price could be recorded. The monthly total could be added up and finally the yearly one. Figures, records, an inventory, and a budget are vital and challenging to Jane.

When a child has the responsibility of purchasing an article of wearing apparel it will have a special interest for him. He will make a greater effort to keep it in good condition and repair. The life of a garment is influenced by the care it receives. The time for making a new purchase may be postponed by the effort the wearer makes in caring for it. The purchase of a pair of socks from one's own allowance makes the child more conscious of the need for taking care of them, thus prolonging their life and delaying the spending of money for new socks to replace the old ones.

Jane may become so interested that she will want to launder her own socks. She learns the right methods and plans a regular time for washing them. She is acquiring good habits, contributing to the well-organized routine of the family, relieving her mother of a task, and is well on the way towards becoming an intelligent consumer.

THE ELEVEN- AND TWELVE-YEAR-OLD

As the child grows older, his allowance is increased. He is learning to select additional articles of clothing. Eleven-year-old Jack is beginning to listen carefully when the family budget is discussed. His father and mother have been talking over plans for the winter wardrobe or the summer vacation clothes in his presence for several years. Jack has a paper route now and is earning some money of his own. He may ask his father to let him mow the lawn for the same amount of money paid to the hired man each week. Jack wants a leather jacket and a leather helmet to go with it for school in the fall. The family clothing budget cannot include them, and Jack will not be able to save enough from his allowance. Money earned from the paper route and chores will provide the necessary funds and will furnish the much-desired articles of clothing. Since "all the boys wear them" they are of major importance to Jack.

Budgeting, planning, saving, and finally purchasing have been self-directed with guidance and understanding where needed.

It should not be expected that boys or girls of this age will always use their allowances wisely and contribute regularly to a savings account. However, an understanding of their reactions and motivating forces will help parents to be ready to say the right word or to make the needed suggestion as the moment arises.

Boys as well as girls should have experience in buying clothes. They want good-looking, becoming, comfortable garments and good buys for the money. When Jack needs a pair of slacks or trousers, he and his mother will carefully consider the coats or shirts with which they will be worn. Several pairs of trousers will be compared to note differences in construction, workmanship, and price. He and his mother will visit several clothing stores and make the best choice for the money he has to spend.

A similar plan will be used when he is ready to buy shirts, underwear, socks, or pajamas. A record of expenditures and a budget will stimulate his interest and make him more conscious of the need for wise buying practices.

From this experience he will be more interested in learning to care for his purchases. Hanging up clothes, removing spots while they are fresh, brushing and airing after wearing, mending or patching worn spots,

A PAGE FROM ANY EIGHT-YEAR-OLD'S NOTEBOOK

Jane's Socks: Her Record

I now have

Date	Number of Pairs	Color
January 1	3 1 1	White Pink Yellow

My purchases

Date	Number of Pairs	Color	Price per Pair	Total Cost	Comment
January 15	2	White	39 cents	78 cents	Mercerized
20	1	Pink	29 cents	29 cents	Rayon, did not wear well
February 1	2	White	29 cents	58 cents	Mercerized
:					
December 30					
Total for year	25		Average price per pair, 33 cents	$8.25	

rips, or tears, sewing on buttons, washing sweaters and socks, and pressing pants can be included in a boy's home or school training. Such experiences broaden his understanding of family relationships and help him to be a functioning member of a home.

The responsibility of being a consumer and the spending of money contribute to the development of the child and can be the first steps in awakening a feeling of relationship to community and national economic progress.

How Much Does the Family Spend for Clothing?

No plan for clothing for a child would be a valid one without an understanding of its relationship to the family clothing plan. The family clothing expenditure is contingent upon the family income, which includes money income and value of goods and services received without expenditure.

Table 1 shows how much families spent for clothing in 1941. This was a war year, and the price of many items had increased. On the other hand, shortages and rationing prevented or limited some purchases and diverted more to savings and taxes.

The size of the community, the distance from the store, and the occupation of the father determine the type and amount of goods to be purchased. This applies to clothing the same as it does to other goods and services needed by the family. In 1941 the urban family on an income of $1500 to $2000 spent $191 for clothing, the rural non-farm family spent $183, and the rural farm family spent $180. At this income level there is a range of $11 in the three groups.

The widest range of difference was at the lowest and highest income levels. These three groups on an income under $500 spent $26, $40, and $72 respectively for clothing. The rural farm families spent almost three times as much as the urban families. Since they produce much of their food, presumably cash income was available for clothing.

Urban families with an income of $3000 to $5000 spent $432, rural non-farm families spent $341, and rural farm families spent $308. In 1941

TABLE 1 AVERAGE AMOUNT SPENT FOR CLOTHING IN 1941 BY FAMILIES OF TWO OR MORE PERSONS*

	Average Amounts Spent by Families with Money Incomes of					
	Under $500	$500–$1000	$1000–$1500	$1500–$2000	$2000–$3000	$3000–$5000
Urban families †						
Amount spent for clothing	$26	$69	$139	$191	$268	$432
Rural non-farm families ‡						
Amount spent for clothing	40	88	133	183	274	341
Rural farm families						
Amount spent for clothing	72	119	152	180	234	308

* Figures extracted from Tables 1, 2, and 3, "Suggestions for a Family Spending Plan," mimeographed publication, United States Department of Agriculture, Family Economics Division, March 1944.

† These families lived in incorporated places of 2500 or more.

‡ These families lived outside of incorporated places of 2500, but they did not operate farms.

the urban family in the higher income group spent 40 per cent more for clothing than the farm family. At this income level, a family living in a city may put more emphasis upon the appearance of the members. Social participation may be frequent. If the father is engaged in professional work his community status will be estimated by the clothing of all the family members. It may be necessary for parents and children to be prepared for a greater range of social occasions, and more attention will be paid to new styles and frequent replacements.

Incomes fluctuate. Extremely high or low levels are reached with the peak of post-war inflation or depression. In 1935–1936 there were 29 million families in the United States, and 10 million men and women were living alone. That year the total income was 59 billion dollars. Had this

been divided among them equally each of the 39 million consumer units would have received about $1500.

There was, of course, no such division. About 65 per cent of all families received less than $1500 that year, 42 per cent less than $1000, and 14 per cent less than $500.

About 13 per cent received incomes of over $2500, about 3 per cent incomes of $5000 and over, and about 1 per cent incomes of $10,000 or more. . . . The families with incomes of $5000 and more (3 per cent of the total number) received 21 per cent of this total family income, in contrast to the 16 per cent received by those with incomes under $1000 (42 per cent of all families).

That year, 1935–1936, on the average, $47, or $16 per person, was spent on clothing by the third of the nation's families receiving the lowest incomes. For the middle-income group, average clothing expenses amount to $102 for the year, or $32 per person, and for the upper group, to $251, or $73 per person.[1]

Although statistics have an impersonality which makes it difficult to relate them to the very real problem of Mrs. City Dweller, whose husband is a merchant, or Mrs. Farmer's Wife, who lives five miles from the store, they should be scrutinized with care. Homemakers, home economists, social workers, and teachers should use them to develop a realistic approach and to suggest solutions to family spending problems in terms of what is available rather than what would be ideal. If the middle-income group has $102 per family, or $32 per person per year, some general principles can be set up which will help all the purchasers within the group to meet their individual problems in the most satisfactory way. Clothing can be planned for the children in these families to give greatest satisfaction with a minimum of care and upkeep. Some suggestions are:

1. Consider actual needs.
2. Make garments for infant layettes.
3. Learn about fabrics from government bulletins, books, from the home demonstration agent, the home economics teacher, or other homemakers.
4. Buy fabrics and designs for children's garments that lend themselves to being remodeled.

[1] National Resources Committee, "The Consumer Spends His Income," 1939.

5. Buy enough yardage to allow for patching and remodeling later. Save the scraps. Buy a few extra buttons to replace those which will be lost.

6. Learn to darn and patch.

7. Learn and practice good laundering methods.

8. If the homemaker does not know how to sew she should learn in Extension groups or adult classes.

Fluctuation in Income and Prices

In Table 2 consumer dollars are expressed in the constant dollars of 1939. Even with this correction, figures indicate that on an over-all basis real consumption in 1943 exceeded that of 1942 and represented the highest year on record, up to that time. In 1939 the expenditure for clothing was 11.0 per cent of the total national expenditure, and by 1943 the proportion had increased slightly to 11.8 per cent (in the constant dollars of 1939).

TABLE 2 CONSUMER EXPENDITURES FOR CLOTHING IN 1939 DOLLARS, 1939–1943*
(Billions of Dollars)

	1939	*1940*	*1941*	*1942*	*1943*
Total goods and services	61.7	64.9	69.7	68.8	70.8
Clothing	6.8	7.0	7.7	8.2	9.4

* Figures extracted from table, "National Income and National Product in 1943," Milton Gilbert and George Jaszi, Bureau of Foreign and Domestic Commerce, *Survey of Current Business*, April 1944.

Clothing costs vary with fluctuation in income. In 1947 moderate income families living in large cities paid $187 for clothing which could have been purchased by them for $100 in 1939. The index for children's shoes rose from 102.2 in 1939 to 196 in 1947, almost doubling in price in the eight-year period.[2]

[2] "Indexes of Costs of Clothing to Moderate-Income Families since 1935." LS 47-3497, United States Department of Labor, revised June 1947.

In the four-and-one-half-year period, from September 15, 1939, to March 15, 1944, total clothing costs rose 36.3 per cent, according to the Bureau of Labor Statistics. Some items showed a greater-than-average advance. Girls' wool coats increased 47.7 per cent. Cotton overalls advanced 56.4 per cent while children's shoes went up only 31.2 per cent. Cotton yard goods (percale) and rayon yard goods increased 54.3 and 46.3 per cent respectively. There was a price rise of 39.8 per cent for shoe repairs and 12.3 per cent for dry cleaning.

Although the prices of certain articles of clothing have shown a high percentage increase in the 1939–1944 period, it does not indicate their relative position in the total family outlay for clothing purchases. Children's shoes rank high in importance in the family budget, and shoe repairs, cotton overalls, cotton yard goods (percale), dry cleaning, rayon yard goods, and girls' woolen coats are in that order of descending importance. These are the items in the index of the Bureau of Labor Statistics which would be most influential in planning clothing expenditures for the children of the family. However, when the income remains unchanged, with an increase in cost of garments for adults, there would be a decrease in the amount of money available for the children in the family, especially in the lower income levels. This might result in more home sewing, more remodeling and repair, more careful selection, and more conservative designs. The alternative would be a less-attractive appearance or a lowered standard of living.

In 1941, 64 per cent of all consumer units, of families and single individuals, had incomes of less than $2000. It is predicted that 54 per cent of all consumer [a] units will receive incomes of $2000 or less in 1950 and that 27 per cent, more than one fourth, will receive incomes of $1000 or less.

These families have common purchasing problems. Their numerical strength is unquestioned. A demand for durable cotton fabrics of standardized quality would be met. In the cotton mills such goods could be produced in large quantity, and complete information to indicate wear ex-

[a] J. Frederic Dewhurst and Associates, *America's Needs and Resources*, p. 65, The Twentieth Century Fund, New York, 1947.

pectancy or performance could be made available on the labels carried by such fabrics. Quantity production of standardized fabrics would reduce cost and increase durability. It would make available more dollars for items needed by the family which are now prohibited because of lack of funds.

More than half of the nation's housewives should realize that they spend millions of hours each year in ironing children's garments. They could demand more well-designed dresses and suits of standardized sizes from colorfast preshrunk fabrics, more cotton-knit garments or other materials which do not need pressing, and more designs which open out flat if they must be ironed or run through a mechanical press.

They might estimate the number of pairs of blue denim overalls worn the year round by almost all the boys and some of the small girls in rural areas and in many towns and cities throughout the country. They could demand and get better fabrics, better cut, and improved construction, all of this at lower cost. Although some designs or articles are popular for a time, children's garments do not have the style emphasis which is a major factor in production of fabric and ready-to-wear for adults.

What is true for boys' clothing is also true for girls'. There is more variety for them though less than might seem necessary at first thought. Jumper or suspender dresses, knitted polo shirts, pinafores, and simple cotton dresses are standard items in girls' wardrobes. Design, fit, and construction could be improved and at the same time contribute to decrease in cost.

Underwear for boys and girls lends itself to standardization and consequent improved quality.

Homemakers in medium- and low-income families have been slow to realize the similarity of their problems and the steps to take together in their solution.

Home economists have not provided the informed leadership to help consumers think through their common needs. They are just beginning to sponsor and work actively in cooperative programs which will bring about increasing understanding between industry and consumers.

1. Discuss the need for more well-designed, comfortable shirts and overalls for boys who live on farms. Discuss the need for more durable, less expensive fabrics.

2. What steps could be taken by a parent-teacher association or a homemakers' section of the state home economics association to bring the need for more satisfactory children's garments to the attention of the local merchants? to manufacturers?

3. In a club the mothers of boys in a grade school might estimate the number of shorts, shirts, and overalls needed by their children in the next six months. The chairman might get prices of such garments bought in quantity from several wholesale houses. The members of the group might compare unit price when garments are bought individually or in quantity.

Discuss the advantages and disadvantages in individuality in color and design in these articles of clothing.

Estimate the amount of time that it will take for the chairman and her committee to collect orders, purchase and distribute garments, and keep careful records.

WHAT PERCENTAGE OF THE INCOME IS SPENT FOR FAMILY CLOTHING?

Engel's law of family expenditures is well known: As the income of a family increases, the proportional expenditure for clothing, rent, fuel, and light remains fairly constant while the percentage for food decreases and that for cultural and higher enjoyment increases. However, in the lower income levels the largest amount of money must go for food. The dollars which remain are divided among the other family needs including clothing. In some instances, debts are incurred to secure necessities, and the family operates at a loss. As the income increases, more dollars are spent for food, and up to a certain point the proportion increases. This continues until comfortable living is provided by the income earned.

From 8 to 14 per cent of the income was used to provide the clothing for the family in 1935–1936. The average for all levels was 10 per cent. For incomes which ranged from $750 to $2000, as well as for all American

families, this averaged 10 per cent. The percentage for clothing gradually increased as the income increased. When the $15,000 income level was reached, 14 per cent was spent for clothing the family.[4]

HOW MUCH SHALL BE ALLOWED EACH FAMILY MEMBER?

Several family conferences may be needed to decide on the amount to be spent for clothing for the group for the year and to determine the money available for each individual's clothing needs.

Andrews[5] suggests the following apportionment for various family members:

Man	27 per cent
Woman	31 per cent
Twelve-year-old child	17 per cent
Eight-year-old child	15 per cent
Four-year-old child	10 per cent

The family composition, the ages and needs of the members, and the occupation of the father will all be influencing factors.

Suggested proportions and average expenditures for families from similar income levels can only serve as a guide and will always be subject to modification.

The farm family with a ten-year-old daughter might plan to spend $100 for additions to the clothing wardrobe within a year. About $35 would be used for the husband's wardrobe, the same amount for the wife's, and $30 for the daughter's.

If this same family had three children the distribution would be entirely different. The father and mother would probably have to keep their expenditures to $30 each, and the remaining $40 would be divided among the three children.

[4] Figures extracted from National Resources Committee, "Consumer Expenditures in the United States," Table 22A, p. 85.

[5] Benjamin R. Andrews, *Economics of the Household*, rev. ed., p. 379, The Macmillan Company, New York, 1935.

HOW DO RURAL FAMILIES SPEND THEIR INCOME FOR CLOTHING?

"Farm families generally spend less on their wardrobes than city families with comparable incomes, despite the fact that the former have a larger number of members to be clothed. The difference between average clothing outlays of the two groups—farm and small city—increased as income rose, being appreciably greater at the upper than at the lower or intermediate income levels," as is illustrated below by figures.[6]

For each of the five regions:

Analysis Unit	*Average Clothing Expenditure of Families in the Income Class* $1000–$1249	$2500–$2999
New England		
Small cities	$ 83	$220
Farms (Vermont)	65	128
Middle Atlantic and North Carolina		
Small cities	101	236
Farms (Pennsylvania–Ohio)	87	166
Plains and Mountains		
Small cities	122	295
Farms (North Dakota–Kansas)	111	145
Pacific Coast		
Small cities	113	267
Farms (Washington–Oregon)	94	169
Southeast		
Small cities	121	261
Farms (North Carolina–South Carolina)	107	216

The Consumer Purchases Study showed that clothing seems to have been given a less important place in the scale of wants by farm than by urban groups. A suggested explanation was that farm families in 1935–1936 assigned a higher percentage of the budget to the automobile and to savings than did their urban friends; also, social contacts place less emphasis

[6] Consumer Purchases Study, "Family Expenditures for Clothing," Five Regions, Farm Series, *Miscellaneous Publications* 428, United States Department of Agriculture in cooperation with the Works Projects Administration, 1941.

upon personal appearance. In cities, clothing contributes to a greater extent to prestige and evidences economic status.

"With $100 to spend on clothing, about $30 would be used for the farm husband's wardrobe, a little larger amount for the wife's, and about $40 for the rest of the family, perhaps two or three children, according to the averages for various sectional groups" [7] is pointed out in the Consumer Purchases Study. These small sums must be stretched so that everyone in the family is warmly clad in winter and presentable the year round for school, church, and other gatherings. The homemaker must have managerial skill in using resources—not only money and time but garments and materials on hand. She must be able to sew, mend, and patch so that garments will last. Mother's coat must be made over for daughter and Dad's trousers for junior. Such clothing thrift has been practiced by farm homemakers for generations. Every dollar must give full returns. This can be achieved only through skillful efficient buying. The farmer's wife needs information as to the quality and durability of the garments the merchant offers, and she needs to know whether they are colorfast and shrinkproof and are able to withstand many washings and hard wear. Neither the parents nor the children can put fashion foremost when making clothing purchases. "And not the least of the homemaking techniques needed is ability in family relationships—that ability which promotes the interest of the whole family in solving the problem, which encourages a willingness to help stretch funds to provide for the needs of all—not merely to buy "what I want." Only through the cooperation of all family members in caring for clothing can the period of wear be lengthened—an all-important measure in making a little money go a long way." [8]

The median money income for farm families of two or more persons was close to $1400, in 1945. Two out of three farm families had net incomes below $2000; two in five below $1000. As compared with families throughout the country, the bulk of farm families are found in the low-income group. [8a]

[7] *Ibid.*
[8] *Ibid.*
[8a] "How Families Use Their Income," *Miscellaneous Publications* 653, United States Department of Agriculture.

To clothe the whole family—father, mother, and the children—for approximately $100 to $200 yearly is a problem facing farm homemakers at low- and middle-income levels in all regions, north and south, east and west.

DISCUSSION

1. With $25 per year to spend, plan the clothing purchases for three years for eight-year-old Mary who lives on a farm in your state. Indicate garments to be purchased and to be made at home.

2. (*a*) With $20 per year to spend, plan the clothing purchases for three years for ten-year-old James, a farmer's son.

(*b*) List your suggestions to James and his mother as they go shopping so that they may secure maximum value for the money to be expended.

HOW DO CITY FAMILIES SPEND THEIR INCOME FOR CLOTHING?

Although the cities included in the study of Consumer Purchases present sharp climatic differences, such as those between southeastern states of Georgia and Alabama, or the mild coastal strip of the Pacific Northwest and the mid-continent states of Colorado and Nebraska, these differences are not reflected in the level of average family expenditures for clothing. Nor are differences associated with different degrees of urbanization well marked when comparisons are made of families at the same income level. On the whole in terms of average total clothing expenditures at least, the data collected . . . are more striking for the similarities they present than for the differences, when families of a given income level are compared.[9]

Expenditures for husbands and wives together generally averaged between 60 and 75 per cent of the total family clothing bill among families of the types studied. As a rule, the proportion of total clothing expenditures accounted for by amounts spent for husbands and wives was greater in the lower part of the income scale than at the upper part.

[9] Study of Consumer Purchases, "Family Expenditures in Selected Cities, 1935–1936," Urban Technical Series, *Bulletin* 648, United States Department of Labor, Bureau of Labor Statistics, 1941.

TABLE 3 RANGE OF WHITE-FAMILY EXPENDITURES FOR CLOTHING DURING ONE YEAR, 1935–1936*

	Amount		*Percentage*	
Income Class	*Lowest*	*Highest*	*Lowest*	*Highest*
Under $500 (families at this income level not studied)				
$ 500– 999	$ 55	$ 81	5.5	8.1
1000–1499	89	130	6.4	9.9
1500–1999	137	190	7.6	10.8
2000–2999	207	255	9.0	11.7
3000–3999	307	373	9.9	12.1
4000–4999	380	508	10.4	13.4

* Study of Consumer Purchases, "Family Expenditures in Selected Cities, 1935–1936," Urban Technical Series, *Bulletin* 648, figures extracted from Table 2, p. 13, United States Department of Labor, Bureau of Labor Statistics, 1941.

INDIVIDUAL DIFFERENCES

These tables may be used only as a guide to the family as its members sit down together to make their plans. It is challenging and stimulating to parents and children to decide the group into which they fall, figuring income and expenditures so as to find similarities to these "average" families as well as differences.

Since 1936 the national income has risen and wages of many groups of workers have increased. This has been accompanied by an increase in prices for all. Although many families have more money income, many do not; also, it should not be lost sight of that a large proportion of the nation's families have not yet achieved a high scale of living. It is imperative that this be understood by those who would be realistic.

In statistical pictures, information on family incomes should be presented in relation to the number of members in the family. Large families often have the same income as small families, but it must be shared among more members. In 1935–1936, the per capita income of two-member families was $774 and of five- to six-member families was $335.[10]

[10] National Resources Committee, "Consumer Incomes in the United States," p. 26, 1938.

Some families will spend more, some less, for each of the items of family living. The number of children and the amount of home sewing done will influence yearly clothing expenditures. Mrs. Smith, who makes most of the clothes for herself and her one young daughter, may either spend less for clothing or have more garments than Mrs. Jones, who, with the same income, buys everything ready-made for her three boys and has never learned to sew.

Skillful buying makes a great deal of difference in the amount of satisfaction a family can get in return for what it spends. When two families have about the same income, one may seem much more prosperous than the other, for its members use money and resources to better advantage. Mrs. Smith knows how to select dress materials, compares carefully the cost of ready-to-wear with garments made at home, and examines the construction of coats, sweaters, jackets, and other articles when she buys them. Mrs. Jones is confused by what she sees, depends on advertisements and clerks to help her make choices, and is influenced by special sales and attractive window displays.

Mrs. Smith's family compare the cost of installment buying and charge accounts with paying cash. They estimate when it is worth while to buy cooperatively; they decide on the season of the year when prices are likely to be best on staple fabrics or expensive items in the wardrobe.

Mr. and Mrs. Smith believe an occasional family conference helps all the members to face limitations in spending, to make choices, and to estimate needs. Revision in the plan may be decided upon. Emergency or new situations, or changes in desires, may mean an increase in the allowance for one item and a decrease in some other. They believe any plan for family spending must be adaptable and flexible. They do not lose sight of the fact that the budget must be balanced.

Children and Parents Plan Together

A budget is a spending plan. It will help a family to save by orderly spending. It means recording in one place the money to be received or earned and the goods and services for which it is to be spent. What is

actually paid out must be noted, then comparisons should be made with the amount allowed originally. The value of a budget is in using it as a guide. It is flexible, yet changes in it must have justification. Planning the spending of the family income must precede making the clothing budget.

There are two approaches to planning a clothing budget. The first is the one used by some welfare agencies. A budget is set up for an income level. It represents a decent standard within which there is room for variation according to individual circumstances and tastes.

Another approach is to use as a basis for planning the amount of money available at a given income level and actually spent by the family for clothing, building upon current wardrobes and inventories. Maximum value is the objective for every dollar to be spent. Careful consideration is given to selection of individual items of clothing, to their full utilization, to their pleasing combination with other articles in the wardrobe, and to future remodeling or reusing within the family group.

Whatever the procedure or plan, it must be worked out on paper by all the members of the family thinking through their interrelated problems and needs together. It must be preceded by a careful inventory of what is already on hand. Ten-year-old Susan has outgrown last year's coat and must have a new one. Should it be bought in the fall or during the January sales? If Mother can tailor a coat she might save a considerable amount by making Susan's coat at home. This might permit Mother to purchase the new suit she needs for herself, which she was thinking she might have to do without. If the fabric for Susan's coat has been bought the spring before when the winter woolens were put on sale this might provide a better fabric and a less-expensive garment.

Thinking through together and planning well in advance, from six months to a year, sometimes longer, will pay dividends into the family bank account. "What is the very best use our family can make of the money we can allow for clothing?" is the question a family must answer as a group. There must be careful and specific planning for at least a year ahead and some general planning for a period of two to three years ahead.

Such a plan can serve only as a guide. It must be reviewed and re-

vised. All the members of the family must participate in decisions when important changes must be made.

Such questions as these must be answered. After the clothing budget for the family has been planned, who should keep the record of expenditures? How should it be kept? Who will pay the bills? What items should Susan and Jack pay for from their allowances? What should be paid for in cash? What are the advantages and disadvantages of a charge account?

After a few months of careful record keeping, expenditures can be seen in relation to one another and to the income. A critical appraisal will help Mr. and Mrs. Smith, Susan, and Jack to see where it is desirable and feasible to effect economies or to revise the plan.

The family that has learned to pull together has accomplished something inestimably worth while. If we would be a nation of strong individuals we must understand the need for unified action. To be a nation of strong families, there must be unity of action within the household.

STEPS IN PLANNING

Standard of living. Analyze the family, its assets and its needs. Consider the group as well as each individual.

Inventory. List the articles of clothing of each member of the family. Estimate their usefulness. Which are in poor condition and must be discarded? How many can be used another season? two seasons? Which can be remodeled for another member of the family? Which gave unsatisfactory service? why?

Work out a plan. This should utilize assets and meet needs; it should be limited by available funds, current costs, and problems in care and upkeep.

The ability to do home sewing, to mend, darn, remodel, tailor, and to shop with discrimination should be considered as assets, and fullest advantage of these should be taken in working out the budget plan.

Several possible plans should be considered. The advantages and disadvantages of each should be carefully weighed. The pressing needs should be estimated in the order of their importance. A new sweater for

the grade school girl may be needed more than a new hat for Mother, or, on the other hand, it may be possible to make a jacket for the child from a discarded coat belonging to an older member of the family and forego the purchase of the sweater. If all the other girls in school wear sweaters and not cloth jackets the grade school daughter may be unhappy because of the lack of understanding on the part of the other members of the family. The final decision may be in favor of the purchase of the sweater.

When a *tentative plan* has been made for expenditures for additions to the wardrobe of all the members of the family there should be careful study of available fabrics and garments found in local or near-by stores or in mail order catalogues. Books, pamphlets, and magazines should be consulted to secure information regarding fiber, fabric, and construction. Information which may be expected on labels can be listed. All relevant information should be secured, and the cost of upkeep should be figured before the purchase is made.

Evaluation. At the end of the season, perhaps after three months, the budget plan should be carefully estimated and if necessary revised. A special trip may mean changes in the type of garments needed, or an illness, with resulting bills, may mean a decrease in the amount of money allowable for clothing.

At the end of the year, the general plan should be discussed and re-evaluated. Expenditures should be compared with the original budget plan. Unsatisfactory choices should be analyzed. The plan for the following year, based on experience and study, should be more satisfactory than the one completed and should go forward with greater ease of administration and more cooperation on the part of all the family members.

DISCUSSION

1. List additional questions which should be raised by members of the family as they plan their spending for clothing.

2. How often should a winter coat be bought for an eight-year-old boy? for a ten-year-old girl?

3. What are the expensive items in a grade school girl's wardrobe? How should their purchase be distributed over a period of three years?

4. Shoes require a high percentage of the money to be spent for clothing for children. How many pairs of shoes will a twelve-year-old boy in a small town need to have on hand? what type? What is the cost of each? How often should they be replaced?

5. What are the advantages in a charge account? the disadvantages?

6. What is the "lay-away" plan used by many stores? Justify its use. Point out the objections.

A SIMPLE RECORD OF PURCHASE A CHILD CAN KEEP

My name____________________ My Age________

Date	Article	Description *	Number Purchased	Unit Cost	Total Cost

Total by months

Total for year

* On this list, gifts, made-overs, and hand-me-downs should be so designated.

Article	Date of Purchase	Number Purchased	Description	Unit Cost	Total Cost
Wraps					
Total					
Outer garments					
Total					
Under garments and nightwear					
Total					
Shoes and hose					
Total					
Hats and gloves					
Total					
Accessories					
Total					

Summary

	Total Cost	Percentage of Total Cost
Wraps		
Outer garments		
Under garments and nightwear		
Shoes and hose		
Hats and gloves		
Accessories		
Total		

A CLOTHING BUDGET*

I Have Now	Description	Price	Date Purchased	Condition	Plan for Garment	I Plan to Purchase	Price
Wraps							
1. Coats							
Spring	Blue wool	12.98	1947	outgrown	make over for younger sister	tan topper	$15.00
Winter							
2. Jackets							
3. Sweaters							
4. Raincoat							
5. Jodhpurs							
Total							
Outer garments							
1. Dresses							
School							
Special-occasion							
Pinafores							
2. Suits							
3. Skirts							
4. Blouses							
5. Shorts, sunsuits, and overalls							
6. Special sportswear							
7. Aprons, smocks							
Total							
Under garments and nightwear							
1. Panties							
2. Vests							
3. Union suits							
4. Nightgowns and pajamas							
5. Bathrobes and housecoats							
Total							

I Have Now	Description	Price	Date Purchased	Condition	Plan for Garment	I Plan to Purchase	Price
Shoes and hose							
1. Shoes							
Winter							
Summer							
Sports							
2. Bedroom slippers							
3. Rubbers and galoshes							
4. Socks							
Total							
Hats and gloves							
1. Hats							
Winter							
Summer							
2. Gloves							
3. Mittens							
Total							
Accessories							
1. Scarves							
2. Purses							
3. Ribbons and ties							
4. Handkerchiefs							
5. Belts							
6. Hair ornaments							
7. Costume jewelry							
Total							

* This wardrobe record is planned for a girl. For a boy, make the following changes in classifications: *Outer garments:* (1) trousers, (2) slacks, (3) overalls, (4) shorts, (5) shirts, (6) suits, (7) special sportswear. *Under garments:* (1) shorts, (2) undershirts, (3) union suits, (4) pajamas (5) bathrobes. *Accessories:* (1) ties, (2) belts, (3) handkerchiefs, (4) scarves.

A PROJECT FOR AN ELEMENTARY SCHOOL BOY OR GIRL

1. Find out the cost of each article of clothing that you are wearing today. Make a list of these garments and their cost. Add all the prices together to find the total cost of the costume you are wearing.

2. List all the articles of clothing you now have. Look in your closet and chest of drawers. Include winter and summer garments. Ask your mother to help you with prices if you do not know them. You can use these headings.

Garments	*Cost*	*Condition* *
Wraps		
Outer garments		
Under garments		
Shoes and hose		
Hats and gloves		
Accessories		

* Use symbols to describe:
E Excellent
G Good
P Poor

Add up the total amount. This will help you to see how much money all your clothes cost.

3. Make a list of the new clothes you need now. Ask your mother to help you find out what they will cost. Add to this all other garments you expect to buy during the year for school, play, Sunday school, parties, winter, and summer. Put down the prices of each. After you have worked this out carefully, add it up.

4. Talk over with the other members of your family: How often do I need a winter coat? What kind of coat would last the longest before I outgrow it? How many sweaters do I need? Should I have slipovers or cardigans? What are the best school costumes for me? Do I need a different kind of costume for day school and Sunday school? What sort of costume should I wear after school in the afternoon and evening? Do I need dress shoes? Would it be better for me to use my new shoes for dress

wear and use them for school later? Do I need a hat? If I have one, how many times will I wear it?

5. A budget is a plan which helps you spend your money and also have what you need. It should help you to get the best value for your money. If you followed the suggestions in item 3, you made a clothing budget for yourself. Now try keeping in a notebook a record of all the clothing you and your mother buy for you this year. Put down the price of each article. Every month compare what you are buying with your budget.

Answer these questions: Are the various articles lasting as long as you expected them to? Are they well made and of good material? Are you spending more than you planned to spend? Are you satisfied with what you are buying? Does it look well on you? Do the various articles in your costume always look well when worn together? Do some things need to be washed or sent to the dry cleaner too often? Did you spend too much for some things and not have enough for others?

6. At the end of the year compare your budget with what you really spent. What have you learned from this project? Are you ready to begin again and do much better?

Planning the Clothing Wardrobe for Boys Aged Six through Twelve

"What do you consider the minimum wardrobe for your boy to have on hand at his present age?" was the question asked homemakers of varying income levels, mothers of boys aged six through twelve, in such widely scattered sections of the country as Tuscaloosa and Anniston, Ala.; Ithaca, N. Y.; St. Paul, Minn.; Urbana and Jacksonville, Ill.; Charleston, S. C.; St. Louis, Mo.; Canton, Ohio; Sacramento, Cal.; Olympia, Wash.; and Freemont, Mich.[11]

[11] Data from unpublished study, by the authors, of minimum wardrobe requirements of boys and girls twelve years of age and under. Ninety-three replies were received from mothers of children aged six through twelve inclusive, located in rural and urban centers with a wide range of climatic differences. Neither of these factors, location or climate, had any significant influence on the number of garments recommended by mothers. The study was made in 1945.

Tables 4 and 5 are lists which grew out of the replies. In estimating quantities the number most frequently recommended, rather than an average, was used. The suggestions which follow were those recorded by the mothers who filled in the lists very carefully.

TABLE 4 MINIMUM WARDROBE*

Boys Six, Seven, and Eight Years Old

	Family Income Level				
Article	\$500–\$1000	\$1000–\$2000	\$2000–\$3000	\$3000–\$4000	\$4000 and Above
Coats	1	1	2	2	2
Jackets	2	2	2	2	2
Trousers, slacks or overalls	4	4	4	6	6
Shirts, cloth or knitted	6	6	8	8	8
Sweaters	2	2	2–5	2	3
Bathrobes	0–1	0–1	1	1	1
Galoshes or rubbers	1	1	1	1	1
Shoes	2	2	2	2	2
Bedroom slippers	0–1	0–1	1	1	1
Socks	6	6	6	8	10
Gloves or mittens	2	2	2	2	2
Hats and caps	2	2	2	2	2
Shorts	3	3	3	5	7
Vests	3	3	3	5	4
Union suits	0–2	0–2	3	3	0–4
Pajamas	3	3	3	4	4

* Data from unpublished study by the authors. See footnote, p. 56.

MINIMUM WARDROBES FOR BOYS

A number of factors influence the amount and variety of clothing needed by a boy. When the temperature goes down to −35° he will need a different weight and in some instances a different quantity of garments from the boy who lives under comparatively mild climatic conditions.

The frequency with which laundry is done in the family will influence the number of garments needed.

One mother felt the tendency to lose articles of clothing should be considered. "My children lose overshoes, mittens, and caps, so I buy far beyond the minimum."

TABLE 5 MINIMUM WARDROBE*

Boys Nine, Ten, Eleven, and Twelve Years Old

	Family Income Level				
Article	$500–$1000	$1000–$2000	$2000–$3000	$3000–$4000	$4000 and Above
Coats	1	2	2	2	2
Jackets	2	2	3	2	2
Trousers, slacks, or overalls	4	4	6	6	6
Shirts	6	7	8	8	8
Sweaters	2	2	3	2	3
Bathrobes	0–1	0–1	1	1	1
Galoshes or rubbers	1	1	1	1	1
Shoes	2	2	3	3	3
Bedroom slippers	0–1	0–1	1	1	1
Socks	6	6	8	8	8
Gloves or mittens	2	3	3	3	3
Hats and caps	2	2	2	2	2
Shorts	3	7	7	8	7
Vests	3	1	6	8	6
Union suits	0–2	0–2	3	4	4
Pajamas	3	3	4	4	4

* Data from unpublished study by the authors. See footnote, p. 56.

Although the income and amount of money available for clothing were also influential, this was more significant when high- and low-income levels were compared. The rapidity with which boys of these ages outgrew their garments tended to reduce quantities at all income levels.

When there are several boys in the family, within a few years of each other in age, replacements do not have to be supplied to the two younger ones as frequently as they do to the eldest.

Coats and Jackets

Many boys found a separate full-length overcoat unnecessary. This was especially true for the younger boys. The mother of a six-year-old said that a jacket worn with long pants or corduroy overalls was more practical. This youngster had a tweed jacket for fall and spring and a heavier wool one with a sheepskin lining for winter wear. He wore ski pants in very cold weather and for play.

A raincoat was listed as essential by most mothers for their grade school sons and was often indicated instead of a topcoat. However, it was difficult to include this purchase at the two lowest income levels.

"Boys want plenty of pockets," said one mother. They should have them conveniently placed, substantially made, and part of the design of all the outer garments.

Sweaters and Polo Shirts

On every list of minimum requirements for boys, at least one sweater was included, sometimes several. All types were used. An open-down-the-front heavy sweater was used as a jacket. Slipovers of all weights were listed. One of the most popular was the lightweight polo or T-shirt. This was frequently classified with shirts. Mothers found them satisfactory in the winter with corduroy overalls or worn over a wash shirt and in the summer with denim overalls or with shorts.

Suits, Shirts, Trousers, and Overalls

The mother of three boys, five, nine, and twelve years old, whose family income was $5000, said: "So far in our experience dress suits are not preferred by boys themselves. They like sports clothes." However, a suit with long trousers and a coat of sports type are frequently included in the wardrobe, particularly in families with comfortable incomes whose children participate in various types of social activities.

Summer suits with short trousers buttoned to the blouse may be worn by the six-year-old but seldom above that age level. This younger boy may also wear cotton knit suits, sometimes with the blouse worn over the pants.

Long trousers, slacks, overalls, and short trousers varied in quantity

on the lists. All ages wore overalls, sometimes the year around. Slacks and long trousers were used winter and summer. The six- and seven-year-olds frequently wore short cotton trousers in the summer; for play a shirt was often omitted. A knitted shirt or a cotton sports shirt, often worn outside, with short trousers was traditional vacation dress for six-, seven-, and eight-year-olds. The older boys wore the same costume with long trousers.

Flannel shirts of cotton, cotton and wool mixture, and less frequently of all wool were used in the winter by many boys, especially in colder climates. White cotton shirts were used for dress and white or colored madras or other cotton fabrics for school.

Underwear

Climate and income as well as age caused variety in the quantity and type of underwear worn by the boys, though no consistent conclusions could be drawn. In some instances union suits were omitted entirely. For boys who lived in colder climates two heavy union suits were frequently reported.

Nightwear

Two seersucker pajamas for summer and two of flannel for winter eliminated ironing nightwear for a six-year-old. This quantity and type were frequently reported for all ages and all climates, though sometimes it was three of each. The material varied from which summer pajamas were made, though a lightweight cotton was usually employed.

One mother said: "Two winter and two summer pajamas seem the maximum to provide a change for each season, yet they usually last two years each."

Some boys preferred one-piece outing pajamas for winter and two-piece for summer.

Bathrobes and Bedroom Slippers

Seldom was more than one bathrobe listed at any income level, and frequently it was omitted in the inventories of the two lowest income groups.

Bedroom slippers, too, were sometimes omitted from minimum lists, and seldom was more than one pair reported at any income level.

Several mothers pointed out that bathrobes and slippers were used a second year and sometimes a third if not outgrown.

Gloves or Mittens

Grade school boys wore mittens in cold weather. Some also owned work gloves. Two pairs of gloves and mittens were usually recorded in the inventories, and older boys from higher income levels frequently had three pairs.

Shoes

The mother of a six-year-old boy, whose family income was $5000, said: "My boy usually has only one pair of shoes. When they are outgrown or past repair he gets a new pair. With good-quality shoes kept in repair, we sometimes get by with two pairs for the year."

Another mother recommended having two pairs on hand and suggested purchasing the last pair in a larger size and using them for dress wear. A few advised three pairs in addition to a pair of tennis shoes. Tennis shoes were listed frequently.

A mother of three children said: "We buy sizes of clothing for all our children large enough so they are not outgrown every few months." She continued, "The length of service to be expected from shoes depends so much on the distance children live from school. We buy better quality shoes and find that we can manage on at least two less pairs a year than most who buy the cheaper grades."

Rubbers and Galoshes

A pair of rubbers, galoshes, or rubber boots were usually listed in all inventories. The rubber boots were considered too hot for wear in warm weather.

Hats and Caps

Two hats or caps were the number most frequently listed for all ages and at all income levels. These would include knitted caps with ear flaps as well as the popular leather helmet.

COST OF CLOTHING FOR BOYS WHO LIVE IN CITIES

In 1940, 56 per cent of the nation's families lived in urban areas. In the North two thirds of the population were city dwellers and in the South this was only one third of the total. The West more nearly approached the national average. The Consumer Purchases Study reports [12] that the purchase of factory-made apparel has supplanted the earlier practice of making garments at home and employing dressmakers to do part or all of the family sewing. "While from 50 to 90 per cent of all the families studied in the various cities reported ownership of sewing machines, comparatively little was spent at any income level for materials and paid help for sewing for any family member. Evidently, a considerable proportion of these machines were purchased at a time when the practice of making garments at home was more widespread than it appears to be today."

In urban communities where data for families with incomes of $5000 and over were tabulated together the average yearly outlay for clothing for boys six to eleven years old was between $60 and $70. Below the $2000 level the average outlay was less than $30. It was about $15 in families with incomes between $500 and $1000.

Clothing Costs in San Francisco

Each year for more than twenty years the Heller Committee for Research in Social Economics [13] has priced, in San Francisco, family budgets for three different income levels—an executive, a white-collar worker, and a wage earner. No attempt is made to present a picture of how people spend

[12] Study of Consumer Purchases, "Family Expenditures in Selected Cities, 1935–1936," Urban Technical Series, *Bulletin* 648, United States Department of Labor, Bureau of Labor Statistics, 1941.

[13] The Heller Committee for Research in Social Economics, "Quantity and Cost Budgets for Three Income Levels," University of California, 1946.

their incomes or to suggest an ideal distribution without regard to customs and traditions. The suggested budgets show how income can be distributed, satisfying norms laid down by experts, without deviating in other respects too much from customs and habits of their own group.

Each of the families for which budgets are proposed includes a thirteen-year-old son. This is slightly above the age range covered in this book but is close enough to give suggestions to those planning a wardrobe for a ten-, eleven-, or twelve-year-old boy living in a city. Prices would vary slightly with the section of the country in which they were checked.

Total Income $11,591.15. Family of an Executive (See Table 6)

In this family, in 1946, $1,404.62, or 12.1 per cent of the income was spent for clothing. Of this amount $367.21 is allowed for replacements in the father's wardrobe, $710.04 for the mother, $163.69 for the boy of thirteen, and $163.68 for an eight-year-old daughter. These amounts include a state sales tax.

Table 6 shows a plan for replacement of clothing for the thirteen-year-old boy.

Total Income $4,661.03. Family of a White-Collar Worker (See Table 7)

In this family living in San Francisco in 1946, $553.84 or 11.9 per cent of the income is spent for replacements in the wardrobes of the various members of the family. The wife spends the major portion, $207.93, and the husband uses $152.06. The boy of thirteen spends $105.84, and the eight-year-old girl needs $88.01.

Total Income $3,576.24. Family of a Wage Earner (See Table 8)

In the wage earner's family in San Francisco in 1946, according to the Heller Committee, $350.88 was used to purchase the clothing for all the members of the family. This is 9.8 per cent for the family income. The wife spends $111.14, the husband $97.03, the boy of thirteen, $83.51, and the eight-year-old girl $59.20.

The suggested clothing budget for the thirteen-year-old boy is shown in Table 8.

TABLE 6 BOY OF 13—CLOTHING BUDGET*

Family of an Executive

Figures in ( ) include state sales tax

Item	*Stock*	*Annual Replacement*	*Unit Price*	*Annual Cost*	
Total cost of boy's clothing					$159.96 (163.69)
Annual replacement cost					149.12 (152.85)
Hats—felt	1	1	$ 4.02	$ 4.02	
Overcoats	1	½	28.58	14.29	
Jackets—gabardine	1	⅔	6.83	4.55	
Raincoats	1	½	6.62	3.31	
Sweaters—slip-on	3	2	5.46	10.92	
Suits	1	½	26.20	13.10	
Corduroy trousers	2	4	5.98	23.92	
Shirts—dress	3	2	2.93	5.86	
—sport	5	5	1.67	8.35	
Socks—cotton	9	12	0.49	5.88	
Underwear—shirts	4	4	0.57	2.28	
—shorts	4	4	0.58	2.32	
Bathrobes	1	⅓	9.02	3.01	
Pajamas—cotton	4	2	2.72	5.44	
Shoes—dress	1	2	6.27	12.54	
—school	1	2	6.08	12.16	
—tennis	1	2	2.65	5.30	
Bedroom slippers—leather	1	½	3.76	1.88	
Swimming trunks	1	½	3.22	1.61	
Boy Scout uniforms	1	⅓	9.05	3.02	
Gymnasium outfits	1	½	2.95	1.48	
Miscellaneous				3.88	
Annual upkeep cost					10.84
Cleaning and pressing					
—coats		1	0.84	0.84	
—suits		2	0.84	1.68	
Half soles and heels		4	2.08	8.32	

* The Heller Committee for Research in Social Economics, "Quantity and Cost Budgets for Three Income Levels," University of California, 1946.

TABLE 7 BOY OF 13—CLOTHING BUDGET*

Family of a White-Collar Worker

Figures in ( ) include state sales tax

Item	*Stock*	*Annual Replacement*	*Unit Price*	*Annual Cost*	
Total cost of boy's clothing					$103.41 (105.84)
Annual replacement cost					97.17 (99.60)
Hats—felt	1	1	$ 2.28	$ 2.28	
Jackets—wool	1	½	6.71	3.36	
Raincoats	1	½	4.72	2.36	
Sweaters—slip-on	2	1½	4.80	7.20	
Suits	1	½	19.95	9.98	
Corduroy trousers	2	4	4.84	19.36	
Shirts—dress	2	1½	1.96	2.94	
—sport	5	5	1.06	5.30	
Socks—cotton	5	10	0.36	3.60	
Underwear—shirts	4	4	0.51	2.04	
—shorts	4	4	0.55	2.20	
Bathrobes	1	⅓	5.50	1.83	
Pajamas—cotton	3	2	2.41	4.82	
Shoes—school	1	3	5.38	16.14	
—tennis	1	2	2.52	5.04	
Bedroom slippers—leather	1	½	2.45	1.22	
Swimming trunks	1	½	2.46	1.23	
Boy Scout uniforms	1	⅓	9.05	3.02	
Gymnasium outfits	1	½	2.64	1.32	
Miscellaneous				1.93	
Annual upkeep cost					6.24
Half soles and heels		3	2.08	6.24	

* *Op. cit.*, p. 51.

TABLE 8 BOY OF 13—CLOTHING BUDGET*

Family of a Wage Earner

Figures in ( ) include state sales tax

Item	*Stock*	*Annual Replace-ment*	*Unit Price*	*Annual Cost*	
Total cost of boy's clothing					$81.63 (83.51)
Annual replacement cost					75.39 (77.27)
Hats—felt	1	1	$ 1.64	$ 1.64	
Jackets—wool	1	½	4.96	2.48	
Raincoats	1	½	3.93	1.96	
Sweaters—slip-on	2	1½	3.64	5.46	
Suits	1	½	16.18	8.09	
Corduroy trousers	2	4	3.77	15.08	
Shirts—dress	2	1	1.64	1.64	
—sport	4	4	0.93	3.72	
Socks—cotton	5	10	0.36	3.60	
Underwear—shirts	4	4	0.43	1.72	
—shorts	4	4	0.43	1.72	
Pajamas—cotton	3	1½	1.93	2.90	
Shoes—school	1	3	5.01	15.03	
—tennis	1	2	2.02	4.04	
Bedroom slippers—felt	1	½	1.54	0.77	
Boy Scout uniforms	1	⅓	9.05	3.02	
Gymnasium outfits	1	½	2.43	1.22	
Miscellaneous				1.30	
Annual upkeep cost					6.24
Half soles and heels		3	2.08	6.24	

* *Op. cit.*, p. 70.

COST OF CLOTHING FOR BOYS WHO LIVE IN RURAL AREAS

Income Level $1000 to $1500

Approximately 15 million[14] of the nation's 39 million families live in rural sections of the country. The percentage is higher in the South than in the North or West. These figures will have special significance to those who would meet needs realistically in planning family clothing budgets, in selecting appropriate garments, or in manufacturing or purchasing articles of clothing for specific areas.

In the income range, $1000 to $1500, the average yearly wardrobe cost for farm boys in the age group 6–11 is $18.77, was reported in the Consumer Purchases Study.[15] "More than one-sixth of the boys, 19 per cent, had clothing expenditures of less than $10; 44 per cent in the range $10–$19; 33 per cent, $20–$34; and only 4 per cent, $35 or over. Those spending less than $10 may have received hand-me-downs from an older brother, or gifts, for more than one third, 36 per cent, of the boys in this group received such gifts. Average value was $1.84 per boy (regardless of whether he was a recipient), bringing the total value of the year's additions to wardrobes (purchases and gifts) to an average of $20.61."

Shoes and overshoes accounted for $5.36 or approximately three tenths of the money spent for the clothing of these grade school boys. Outlays for such footwear were greater than for suits, trousers, and overalls, which averaged $4.64. The Consumer Purchases Study found that purchases of garments in these two subgroups took more than half the boy's total expenditures for dress, as is shown in the table on page 68.

Since 1936, when the Consumer Purchases Study was made, the cost of clothing has increased as have wages and salaries. However, in many sections of the country, boys aged six to twelve on farms and in small towns are being outfitted yearly for $18.77 or less. Although prices paid

[14] United States Bureau of the Census, 1947.

[15] Consumer Purchases Study, "Family Expenditures for Clothing," Five Regions, Farm Series, *Miscellaneous Publication* 428, United States Department of Agriculture in cooperation with the Works Projects Administration, 1941.

Clothing Subgroup *	*Average Expenditures per Son in the Age Range 6–11*	
	Amount	*Percentage Distribution*
All clothing	$18.77	100.0
Shoes, overshoes	5.36	28.5
Suits, trousers, overalls	4.64	24.7
Coats, jackets, sweaters	2.40	12.8
Shirts	1.69	9.0
Underwear, nightwear	1.68	9.0
Hose	1.21	6.4
Gloves, other accessories	.78	4.2
Headwear	.65	3.5
Materials for sewing	.28	1.5
Other clothing; upkeep	.08	.4

* Consumer Purchases Study, "Family Expenditures for Clothing," Five Regions, Farm Series, *Miscellaneous Publication* 428, United States Department of Agriculture in cooperation with the Works Projects Administration, 1941.

in 1935–1936 were low, compared with current prices, the choices in articles of clothing will still serve as a guide today.

According to the study, the wardrobe of a six-year-old would include one pair of trousers, which might be knickers, long trousers, or ski pants of wool, wool mixture, or corduroy; a second pair of trousers or shorts would be made of cotton gabardine or covert. He might have a summer suit which included cotton shorts and a blouse. For general wear, the year around, three pairs of overalls or coveralls would be bought; the coveralls would include shirts and trousers. These were usually of denim or covert, though sometimes corduroy was selected for winter use. If a woolen suit was purchased, it was an inexpensive one, probably half wool. These six-year-olds often had hand-me-downs from older brothers—suits or suit coats, the trousers of which could no longer be worn by the older child. Some may not have had hand-me-downs. They used separate trousers and a blouse or sweater rather than a suit for Sunday or school wear.

For the older boy, the study states, a mother might plan to buy a suit in alternate years. The material would be a mixture, about one half wool;

the suit would probably include only one pair of trousers. Usually a second pair of part-wool trousers would be purchased and a pair of cotton trousers along with two pairs of overalls for school and summer wear. The budget included three shirts during the year—two of covert, work chambray, or similar cotton material and one of some white fabric.

Most of the farm boys described in the Consumer Purchases Study wore jackets of wool, or of a heavy cotton fabric with a wool or sheepskin lining, during the winter. These were purchased in alternate years. An inexpensive wool sweater would be replaced about every fifteen months. An overcoat or topcoat to be worn two years or more was bought for about 1 boy in 10. An outlay for such a coat would mean economies elsewhere in the budget.

An inexpensive cap of wool or wool mixture was bought each year; in cold climates, one with ear flaps might be chosen. Many of the boys apparently had no other headwear bought for them; they went hatless during the summer or wore hand-me-down straw hats. One boy in six had a cheap straw hat, usually a broad-brimmed sun hat.

A pair of heavy oxfords was purchased annually. This was high cut and was made of heavy leather, often with a waterproof welt and a rubber composition sole to withstand wet weather. A pair of oxfords might be bought every ten months for school in the spring and fall and for dress-up wear in the summer. Rubbers were bought for about one third of the boys and high-cut overshoes for about the same proportion. Rubbers probably would have to be replaced yearly; the arctics, higher in price, might be fitted large enough to last about two years.

The budget would provide six pairs of hose per boy during the year. Two pairs were heavy, the sort to be worn with their high-cut shoes in bad weather. These might be knee-length socks, two thirds cotton and one third wool. Four pairs of hose were of lighter weight for wear with oxfords to school and on dress-up occasions. Only 4 per cent bought silk or rayon hose for the boys in the families studied.

The boy's mother might buy him two undersuits each year—one of knitted material for winter and one of woven cotton goods, perhaps knee length, for summer. Cotton shorts (or drawers) and undershirts were bought for about 1 boy in 12, probably for warm-weather wear. Such gar-

ments apparently were much less popular than union suits; purchases of shorts and undershirts were outnumbered by union suits 6 to 1. The budget would provide one pair of pajamas every alternate year; made-at-home garments or hand-me-downs might supplement the boy's supply.

Two or three pairs of inexpensive cotton work gloves were bought for the ten- and eleven-year-olds. The third pair was sometimes heavier, fleece lined, and with a leather palm. A pair of leather gloves of the mitten type, fleece lined, might be bought every two years.

One tie and two handkerchiefs, bought each year, were the only other accessories listed. Ties and work gloves were usually omitted from the wardrobes of the six- and seven-year-olds since few used them. They might use a pair of wool mittens. They averaged two handkerchiefs each per year.

Income Range $2000 to $3000

In the family income range $2000 to $3000, the average outlay for the wardrobe of a grade school boy who lived on a farm was $23.84. This was only 27 per cent greater than at the lower income level $1000 to $1500. "Clothing of active farm boys of this age must be durable and comfortable; a little boy dressed up in clothes not made for strenuous play usually is miserable and so is his mother, since she worries as to where money will come from to replace torn garments." [16]

Shoes and overshoes accounted for slightly more than one fourth, 26.9 per cent, of the total yearly wardrobe expenditure, and a second subgroup, suits, trousers, and overalls, accounted for another fourth. The Consumer Purchases Study found that for no major subgroup, however, were average expenditures of the upper income boys more than 36 per cent above those for the intermediate group, as is shown in the table on p. 71.

> The grade school boy from the upper income level family probably would have been dressed much like his friend from a household at the intermediate level, if one had seen them at play [according to the Consumer Purchases Study]. Expenditures for their overalls and coveralls were practically the same,

[16] Consumer Purchases Study, "Family Expenditures for Clothing," Five Regions, Farm Series, *Miscellaneous Publication* 428, United States Department of Agriculture in cooperation with the Works Projects Administration, 1941.

Clothing Subgroup *	Average Expenditures per Son in the Age Range 6–11, at the Family Income Level $2000–$2999		Clothing Expenditures at the Level $2000–$2999 as a Percentage of Those at the Level $1000–$1499
	Amount	*Percentage Distribution*	
All clothing	$23.84	100.00	127
Shoes, overshoes	6.42	26.9	120
Suits, trousers, overalls	5.92	24.8	128
Coats, jackets, sweaters	3.26	13.7	136
Shirts	2.12	8.9	125
Underwear, nightwear	2.07	8.7	123
Hose	1.64	6.9	136
Gloves, other accessories	.97	4.1	124
Headwear	.80	3.4	123
Materials for sewing	.44	1.8	157
Other clothing; upkeep	.20	.8	250

* Consumer Purchases Study, "Family Expenditures for Clothing," Five Regions, Farm Series, *Miscellaneous Publication* 428, United States Department of Agriculture in cooperation with the Works Projects Administration, 1941.

as were average number of pairs bought and prices paid. But the former boy might have had a slightly more varied wardrobe for school and Sunday; average number of pairs of trousers bought was 1.10 at the upper income level as compared with 0.63 at the intermediate; average number of suits, 0.53 compared with 0.39. The local merchant would not stock more expensive trousers for his upper income customers; the average prices they paid were slightly below those paid by the intermediate income group. The same was true of prices paid for lightweight wool suits. But the heavier suits bought for the upper income boys tended to be more expensive than those bought by the intermediate group.

Boys in the more well-to-do families had 1 more pair of new shoes in a 2-year period than those at the intermediate income level; average number of pairs of shoes (all kinds) purchased was 2.56 as compared with 2.13. But their shoes were no better, if price is a guide to quality.

The increase in clothing outlays also provided more shirts and hose for the boys from the upper income group, 3.56 shirts were bought per boy at this income level and 2.97 at the intermediate, 6.56 pairs of hose and 5.42 pairs respectively. Such differences are appreciable when considered as a proportional

increase in a limited wardrobe; but they do not mean a much more extensive wardrobe, since they would provide about only one more new shirt in 2 years and an additional pair of hose annually.

Planning the Clothing Wardrobe for Girls Aged Six through Twelve

The following tables, 9 and 10,[17] list minimum wardrobes for girls at each age level from six to twelve inclusive as estimated by mothers of girls whose family income ranged from $500 to $4000 and above. The mothers interviewed were located in widely scattered sections of the country, both rural and urban, with varying temperature ranges.

In recording quantities the number most frequently recommended by the mothers, rather than an average, was used.

MINIMUM WARDROBES FOR GIRLS

The frequency with which the laundry was done in a household influenced the number of garments which mothers considered minimum for their daughters to have on hand. Said one: "By washing twice a week I am able to manage with a smaller supply than if I washed the clothes once a week and much smaller than if I sent them to the laundry."

Many mothers considered ease in laundering an important asset in garments. Knit polo shirts, seersucker dresses, shorts, pinafores, and corduroy overalls were mentioned with approval. A number were interested in finding garment designs not-too-quickly outgrown.

Careful use of color permitted children to play freely, yet not look soiled. It was suggested that white and light colors be used for collars, trimmings, and blouses only and that colors of middle and dark value, such as royal blue, wine, brown, and navy, be used for skirts, pinafores, sunsuits, and other outer garments. "The effect need not look somber in the least," said one mother who had given much thought to this idea.

17 Data from unpublished study by the authors. See footnote, p. 56.

TABLE 9 MINIMUM WARDROBE*

Girls Six, Seven, and Eight Years Old

Article	*Family Income Level* $500–$1000	$1000–$2000	$2000–$3000	$3000–$4000	$4000 and Above
Coats	1	1	2	2–4	2–4
Leggings, jodhpurs, or ski pants	0–1	1	1	0–2	0–2
Jackets	0	1	1–2	1	1
Snowsuits	1	1	1	1–2	1–2
Everyday dresses or pinafores	3	8	5–10	6	3–7
Dressy dresses	0–1	0–2	2	2	0–3
Sweaters	2	2	2	2–5	2–5
Skirts	2	2	2	2	2
Blouses	2	3	4	3	2–5
Sunsuits or shorts	3	0–5	2–8	2–5	0–8
Bathrobes or housecoats	0–1	0–1	1	2	2
Hats	1	1	2	2	1–2
Galoshes or rubbers	1	1	1	1–2	1
Shoes	2	2	2	2–4	2–5
Bedroom slippers	0–1	0–1	1	1–2	1–2
Gloves or mittens	1	1	2	2–4	1–5
Socks	6	5–12	8	8–16	5–14
Panties	4	6–10	8	8–12	8–12
Slips	2	3	4	1–4	1–4
Vests	0	0–3	4	3–6	0–4
Pajamas or nightgown	2	2	3	3–6	3–6
Union suits	0	3	0–3	0–3	0–8

* Data from unpublished study by the authors. See footnote, p. 56.

Dresses, Skirts, Blouses, Sunsuits, Pinafores, Shorts, and Overalls

There was an interesting variation in the outer garments worn by grade school girls. Cotton dresses for school far outnumbered any other type. Frequently these were pinafores for the younger girls and jumpers for the eleven- and twelve-year-olds. Mothers pointed to the fact that they could be used alone in the summer and with blouses, sweaters, or polo shirts in the winter.

TABLE 10 MINIMUM WARDROBE*

Girls Nine, Ten, Eleven, and Twelve Years Old

Article	*Family Income Level* $500–$1000	$1000–$2000	$2000–$3000	$3000–$4000	$4000 and Above
Coats	1	2	2	2	2
Leggings, jodhpurs, or ski pants	0–1	0–1	0–1	0–1	0–1
Jackets	0–1	1	1	1	2
Snowsuits	0–1	0–1	0	0	1
Everyday dresses or pinafores	3	5	8	3–12	6
Dressy dresses	0–1	2	2	1–3	2
Sweaters	2	3	4	1–4	3
Skirts	2	2	4	1–4	2
Blouses	3	3	4	2–6	3
Sunsuits or shorts	0–3	0–2	0–6	0–6	0–6
Bathrobes or housecoats	0–1	0–1	1	1	1–2
Hats	0–1	1	1	1–3	2
Galoshes or rubbers	1	1	1	1	1
Shoes	2	2	2	2	4
Bedroom slippers	0–1	1	1	1	2
Gloves or mittens	1	1	2	2	2
Socks	6	6	10	5–15	12
Panties	6	7	10	8–12	8
Slips	3	4	6	6	8
Vests	0–3	3	0–4	0–4	0–3
Pajamas or nightgowns	1–3	2	2	3	4–6
Union suits	0–2	0	0	0	0–4

* Data from unpublished study by the authors. See footnote, p. 56.

Dresses for special occasions seldom exceeded two on any list; one was for winter use and the other for summer.

Skirts and blouses supplemented cotton dresses. When there were two girls in the family, the younger one usually inherited these from the older. Plaid wool shirts were popular, and seersucker shirts were often listed. Even six-year-olds used blouses and skirts, though suspenders were usually attached.

Sunsuits and shorts were provided for summer wear. One mother mentioned a sunsuit which would also be used with blouses. Shorts were often combined with polo shirts or with a blouse worn on the outside.

A few girls used slacks. Many mothers listed overalls in their daughters' wardrobes. Corduroy was especially popular, though denim was used for summer wear. The mother who had several children and no help with the laundry often found that overalls and polo shirts were the solution to her problem, and she provided them for her grade school boys and girls.

Bathrobes, Housecoats, and Bedroom Slippers

A bathrobe or a housecoat usually lasts several years and is not considered an essential garment for many girls. A few listed two, one for winter and one for summer use.

Many had no bedroom slippers. Few had more than one pair, and these were expected to last several years or until outgrown.

Underwear

Union suits were often omitted from the inventories even for children who lived in extremely cold climates. One mother stated that they were outgrown too quickly. In the summer, girls of this age wore cotton knit or muslin panties without a vest. Slips were used with sheer dresses or blouses or for extra warmth in winter.

Nightwear

Pajamas were more popular than nightgowns for grade school girls, and they were usually provided in winter and summer weight.

Socks

Knee-length socks and anklets were listed in inventories. It was suggested that several pairs of one color or one style be bought at one time. Fewer pairs were needed in the summer, for children often did not wear them.

Shoes, Rubbers, Galoshes, and Boots

Shoes are comparatively expensive. Some mothers tried to reduce this cost by providing good shoes for school and less-expensive shoes for play. In the higher income groups dress shoes were sometimes listed. Some mothers omitted them, for they felt that children did not use them enough and outgrew them before they were worn out.

A pair of galoshes or rubbers was usually included and in some instances both. A few girls wore rubber boots in rainy weather but found them uncomfortable in hot weather.

Hats

Hoods, kerchiefs, or shawls were used for cold or rainy weather. Few had summer hats.

Gloves and Mittens

Wool mittens were worn in winter weather by all ages. Summer gloves were not reported, though a few of the eleven- and twelve-year-olds had string or leather gloves to wear for special occasions in the fall and winter.

COST OF CLOTHING FOR GIRLS WHO LIVE IN CITIES

In 1935–1936, according to the Consumer Purchases Study, a girl six to eleven years old living in New York City or Chicago spent $12.14 for additions to her wardrobe if her family income ranged between $500 and $1000. Additional clothing received without direct money expenditure was valued at $9.58.

If her family income was $1500 to $2000, her yearly clothing costs were $23.58, and clothing received without direct money expenditure amounted to $5.70.

This study showed that there was little difference in the total amount spent by girls who lived in cities in various sections of the country, when groups from the same income level were compared.

TABLE 11 AVERAGE EXPENDITURES FOR SPECIFIED ITEMS OF CLOTHING BY SELECTED INCOME, IN ONE YEAR, 1935–1936*

Girls Six through Eleven Years Old

(Members of non-relief white families, including husband and wife, both native born)

	New York City and Chicago			*Southeast, One Large and Two Middle-Sized Cities*		
	$500–$999	$1500–$1999	$3000–$3999	$500–$999	$1500–$1999	$3000–$3999
Headwear	0.23	0.79	1.88	0.30	0.91	1.97
Coats and other wraps	1.52	4.69	10.17	2.35	4.63	9.46
Outer clothing	2.99	5.28	11.09	2.87	6.23	14.42
Special sportswear	0.10	0.38	1.42	0.02	0.46	0.94
Underwear, nightwear and hose	2.45	4.46	10.05	2.69	5.05	10.28
Footwear	4.70	7.41	13.53	4.44	7.52	12.12
Clothing accessories	0.15	0.57	1.72	0.18	0.71	1.32
Total	12.14	23.58	49.86	12.85	25.51	50.51
Clothing received without direct money expenditure	9.58	5.70	6.36	3.68	5.49	8.00

* Figures from Study of Consumer Purchases, "Clothing and Personal Care," Urban Technical Series, Vol. III, Bulletin 648, Table 6, pp. 494–511, United States Department of Labor, Bureau of Labor Statistics.

The Chicago or New York City girl whose family income was between $1500 and $2000 wore a heavy cloth coat without fur or a light-weight wool coat. An inexpensive wool sweater was purchased in alternate years. When attending elementary school she wore cotton dresses. She seldom purchased a suit, though she sometimes wore skirts and blouses. Only 1 out of 8 reported purchasing bathing suits. Bathing suits are frequently handed down or borrowed from another member of the family, for their season of use is short.

Less than one fourth of the six- to eleven-year-olds purchased slips; when they did they usually bought cotton. They wore cotton union suits or combinations in the winter and cotton panties in the summer. Cotton flannel nightgowns or pajamas were often made at home. Although some had rayon socks or hose and a few had wool, the usual purchase was cotton socks.

Each year the footwear for this elementary school girl cost $7.41. She could have two pairs of school shoes. Dress shoes when bought would have to be purchased every second or third year. It is probable that school shoes were used for dress when new, and the girls averaged five pairs in two years.

About one fourth reported purchasing arctics, gaiters, or rubbers. When included in the wardrobe they were probably bought every third year. Only 8 per cent purchased house slippers. A pair of wool mittens, bought in alternate years, and a handkerchief completed the purchases for the year. However, almost half the girls in the group studied had clothing to the amount of $5.70 per year given to them without direct money expenditures.

A Wardrobe for a Twelve-Year-Old Girl [18]

A group of students in the Department of Home Economics at New York University translated impersonal figures and statistics into dresses, coats, shoes, and hats for a twelve-year-old girl in New York City. They decided that they were not familiar enough with incomes different from their own. Although the Consumer Purchases Study offers a clear picture of family incomes and expenditures in 1935–1936, the figures had little meaning to the students. The class members purchased a wardrobe for a girl of junior high school age, using the Consumer Purchases Study income and clothing expenditure figures for New York City as a guide.

Their junior miss was a twelve-year-old in the seventh grade. She was an only child in a family with an income between $1000 and $1499. In 1935, 20 per cent of the families in New York City had incomes within

[18] Josephine Kremer, "Wardrobe for a Junior Miss," *Practical Home Economics*, p. 362, October 1943.

this range—more families than in any other group. Over half of them had only one child.

With $36.52 to spend, committees from the class shopped for the various items and assembled the purchases for a year of use. Before the project was completed they decided to make a three-year plan, assuming that, in the years when a coat and accessories are not purchased, some provision might be made for warm winter underwear, play clothes, raincoat, and galoshes.

Another class group, desiring to show that they could make much better garments for the same expenditure, designed and constructed a homemade wardrobe to compare with the purchased one. It was conceded that the second wardrobe was superior, but it was also pointed out that "they supplemented the money they spent with considerable sewing skill, designing ability, and additional time and energy."

In assaying the values gained from their project the students said: "We have become aware of the fact that if you had only a small amount of money to spend, it takes a tremendous amount of shopping around to find a reasonably good buy."

Later the college group found a twelve-year-old girl who would wear the wardrobe, laying aside all other garments and returning the articles to the class for study and replacement as they wore out or were outgrown.

Some of the thought-provoking questions raised, while the study was in progress, were:

Could the junior miss get along with fewer garments but of better quality? For instance, will two pairs of 25-cent socks actually wear longer than four pairs at two for 25 cents?

Can the junior miss afford any special-purpose clothing, such as shorts, or should every garment serve many purposes?

Could she have a better-looking and more durable wardrobe by getting all cotton and rayon dresses and wearing woolen or part-woolen underwear for warmth?

Would better buys be available from mail order houses than from New York City neighborhood stores?

Would it pay for the mother to buy better garments for herself and later make them over for her daughter?

How do girls who are fortunate enough to be in the upper income group

spend their clothing money? How does this influence the wants of those who have less to spend? How do girls in the very lowest income groups manage to solve their clothing problems?

Clothing Costs in San Francisco

The Heller Committee [19] has worked out proposed budgets for three San Francisco families, an executive, a white-collar worker, and a wage earner. Each family included an eight-year-old girl.

Total Income $11,591.15. Family of an Executive (See Table 12)

The cost of clothing replacements in 1946 for the family was $1404.62. The recommended wardrobe for the eight-year-old girl cost $159.84 in 1946, without state sales tax.

Total Income $4661.03. Family of a White-Collar Worker (See Table 13)

Cost of clothing replacements for the family was $533.84. The recommended wardrobe for the eight-year-old girl cost $85.94, without state sales tax.

Total Income $3576.24. Family of a Wage Earner (See Table 14)

Cost of clothing replacements for the family was $350.88. The recommended wardrobe for the eight-year-old girl cost $57.83, without state sales tax.

DISCUSSION

A girl eleven years old had an allowance of $5 per month from which she was expected to purchase all the additions to her wardrobe for the year. She lived in a city, population 20,000, in the Middle West. Plan her clothing purchases for her for two years. Her father was a merchant with a yearly income of $2500.

[19] The Heller Committee for Research in Social Economics, "Quantity and Cost Budgets for Three Income Levels," University of California, 1946.

TABLE 12 GIRL OF 8—CLOTHING BUDGET*

Family of an Executive

Figures in ( ) include state sales tax

Item	*Stock*	*Annual Replacement*	*Unit Price*	*Annual Cost*	
Total cost of girl's clothing					$159.84 (163.68)
Annual replacement cost					153.64 (157.48)
Hats—felt	1	½	$ 4.13	$ 2.06	
—straw	1	1	4.15	4.15	
—school	1	½	1.86	.93	
Coats—winter	1	½	23.47	11.74	
—summer	1	½	21.80	10.90	
Raincoats (with hood)	1	½	4.90	2.45	
Sweaters—cardigan	1	½	5.38	2.69	
—slip-on	2	1	3.97	3.97	
Dresses—party	2	1	7.75	7.75	
—school (cotton)	8	6	3.95	23.70	
Skirts—wool	1	½	5.82	2.91	
Blouses—cotton	3	2	2.45	4.90	
Underwear					
—slips (rayon)	2	1	2.25	2.25	
—slips (cotton)	6	3	1.80	5.40	
—vests (rayon)	6	3	.74	2.22	
—panties (rayon)	6	6	.75	4.50	
Pajamas—cotton	4	2	3.11	6.22	
Bathrobes	1	⅓	6.84	2.28	
Socks—cotton	6	12	.38	4.56	
Shoes—party slippers	1	1	6.13	6.13	
—school oxfords	2	4	6.30	25.20	
Bedroom slippers—leather	1	½	3.30	1.65	
Galoshes	1	1	2.95	2.95	
Swimming suits	1	½	4.12	2.06	
Playsuits—cotton	1	2	3.72	7.44	
Miscellaneous				2.63	
Annual upkeep cost					6.20
Cleaning and pressing					
—coats		2	.76	1.52	
—dresses		2	.76	1.52	
Half soles and heels		2	1.58	3.16	

* The Heller Committee for Research in Social Economics, "Quantity and Cost Budgets for Three Income Levels," p. 23, University of California, 1946.

TABLE 13 GIRL OF 8—CLOTHING BUDGET*

Family of a White-Collar Worker

Figures in ( ) include state sales tax

Item	*Stock*	*Annual Replacement*	*Unit Price*	*Annual Cost*	
Total cost of girl's clothing					$85.94 (88.01)
Annual replacement cost					82.78 (84.85)
Hats—straw	1	½	$ 2.99	$ 1.50	
—school	1	½	1.61	.80	
Coats	1	½	19.38	9.69	
Raincoats (with hood)	1	½	3.73	1.86	
Sweaters—cardigan	1	½	4.38	2.19	
—slip-on	2	1	3.37	3.37	
Dresses—party	2	1	5.10	5.10	
—school (cotton)	6	4	3.66	14.64	
Skirts—wool	1	½	4.40	2.20	
Blouses—cotton	2	1	2.01	2.01	
Underwear					
—slips (cotton)	4	2	.97	1.94	
—vests (rayon)	4	2	.54	1.08	
—panties (rayon)	4	4	.54	2.16	
Pajamas—cotton	3	2	2.42	8.84	
Bathrobes	1	⅓	6.07	2.02	
Socks—cotton	6	12	.33	3.96	
Shoes—oxfords	2	4	4.35	17.40	
Bedroom slippers—felt	1	½	1.92	.96	
Galoshes	1	1	1.79	1.79	
Swimming suits	1	½	3.62	1.81	
Miscellaneous				1.46	
Annual upkeep cost					3.16
Half soles and heels		2	1.58	3.16	

* The Heller Committee for Research in Social Economics, *op. cit.*, p. 52.

TABLE 14 GIRL OF 8—CLOTHING BUDGET*

Family of a Wage Earner

Figures in ( ) include state sales tax

Item	*Stock*	*Annual Replacement*	*Unit Price*	*Annual Cost*	
Total cost of girl's clothing					$57.83 (59.20)
Annual replacement cost					54.67 (56.04)
Hats—straw	1	½	$ 1.97	$ .98	
—school	1	½	1.08	.54	
Coats	1	½	14.71	7.36	
Raincoats (with hood)	1	½	3.03	1.52	
Sweaters—cardigan	1	½	3.63	1.82	
—slip-on	2	1	2.38	2.38	
Dresses					
—party †	1	½	3.45	1.72	
—school (cotton) †	6	4	2.52	10.08	
Skirts—wool	1	½	3.55	1.78	
Blouses—cotton	2	1	1.51	1.51	
Underwear					
—slips (cotton)	3	1½	.91	1.36	
—vests (rayon)	4	2	.42	.84	
—panties (rayon)	4	4	.45	1.80	
Pajamas—cotton	3	1½	1.97	2.96	
Socks—cotton	5	10	.25	2.50	
Shoes—oxfords	2	4	3.14	12.56	
Bedroom slippers—felt	1	½	1.27	.64	
Galoshes	1	1	1.59	1.59	
Miscellaneous				.73	
Annual upkeep cost					3.16
Half soles and heels		2	1.58	3.16	

* The Heller Committee for Research in Social Economics, *op. cit.*, p. 70.

† Better quality and workmanship may be obtained at this price if the garments are made at home.

COST OF CLOTHING FOR GIRLS WHO LIVE IN RURAL AREAS

Income Level $1000 to $1500

The girl in grade school who lives on a farm in the country usually has a cotton wardrobe—dresses, underwear, and hose—according to the Consumer Purchases Study. In a farm family in the income level $1000 to $1500 the average outlay for the wardrobe of the grade school daughter is $17.05. Almost half the group studied, 46 per cent, had gifts of garments or accessories from persons outside the family. Such gifts increased the average value of clothing by $2.82 per year.

In 1935–1936, the average expenditures for additions to the wardrobe for these grade school girls who lived on farms was:

	Average Expenditures per Daughter in the Age Range 6–11	
Clothing Subgroup *	*Amount*	*Percentage Distribution*
All clothing	$17.05	100.0
Shoes, overshoes	5.01	29.4
Dresses, skirts, blouses, suits	3.34	19.6
Coats, jackets, sweaters	2.92	17.1
Underwear, nightwear	2.03	11.9
Hose	1.46	8.6
Materials for sewing	1.09	6.4
Headwear	.58	3.4
Gloves, other accessories	.48	2.8
Other clothing; upkeep	.14	.8

* The Consumer Purchases Study, "Family Expenditures for Clothing," Five Regions, Farm Series, *Miscellaneous Publication* 428, United States Department of Agriculture in cooperation with the Works Projects Administration, 1941.

Plans for school children at the age when they are "hard on shoes" begin with footwear. The $5 available for this item would provide a new pair of oxfords or dress shoes every five to six months and a pair of galoshes or rubbers in alternate years. Few mothers would buy special-occasion shoes that could not be used later on for all-around wear. Perhaps one

pair of the girl's yearly supply would be heavy oxfords for fall and winter; a lighter weight pair of oxfords or dress shoes might serve for Sunday during that part of the year and for school in the spring. Sports shoes, perhaps with rubber soles, were bought for 1 girl in 7 and may have been substituted for the winter oxfords.

Rubbers, galoshes, or fleece-lined arctics with buckles were apparently considered a necessity in the wardrobes of most of the girls. These were replaced every alternate year, or even oftener.

The budget for hose, in the year studied, provided seven pairs during the year. For younger girls, these would probably be of cotton, or of a mixture of cotton and wool for winter wear. For an older girl in this group some rayon stockings would be bought. Cotton socks or stockings, however, would be more generally worn.

Cotton frocks rather than rayon or wool outfits were the usual school dresses worn. Half the total that was spent for dresses, skirts and blouses, and suits for grade school girls went for cotton dresses for school or street wear. Prices paid for such dresses were not high.

According to the Consumer Purchases Study, the spending plan for the school girl whose outlays followed the general pattern shown by data for the group would have three cotton costumes—one perhaps of percale for Sunday wear in the summer and for school in the fall, a second, less-expensive dress, and, if she were a six-year-old, her third costume might be a sunsuit or coverall playsuit; if she were older, it would probably be a third cotton dress. Many of the girls had more than three cotton dresses added to their wardrobes during the year. Cotton materials were bought for making garments—probably dresses—for two fifths of the group; others may have had made-over cotton dresses in addition to those purchases. Only about one fourth wore wool dresses even in midwinter.

The budget would provide for few dresses and suits other than those of cotton. Two inexpensive woolen dresses might be bought in three years, which would probably mean two on hand at a given time—the most recent purchase and its predecessor. A skirt and blouse worn by one of the younger girls of this age might be a costume quite different from that of her older sister, perhaps a jumper type, a skirt with straps of the same material forming suspenders, or a knitted outfit. Such a skirt-and-blouse

costume would cost about as much as a woolen dress (according to group averages); hence the period of replacement would be similar. A rayon or silk dress was bought by about 1 girl in 9, probably for the most part by those ten or eleven years old, who were at the upper end of the age range. The purchase of such a frock, probably for parties and other special occasions, might mean the sacrifice of the woolen outfit or economies of other sorts.

A mother might plan to buy a lightweight wool coat and a wool sweater for her child; these wraps would each last two years, and a replacement might be purchased in alternate years. Making over Mother's heavy coat or using a coat handed down from an older sister are some of the ways that mothers stretch the clothing budget for grade school girls. If there were two girls, one about two years older than the other, the mother probably would plan for a coat to serve three years, two years for one daughter and one year for the other. Raincoats were bought for about 5 per cent of the girls, woolen jackets for about the same proportion, and leather or other jackets for 3 per cent.

More than half the year's budget for the grade school girl's underwear would go for union suits and for bloomers and panties. A union suit, probably cotton for winter wear, might be bought every year. Two pairs of panties included in the spending plan would last about a year. The younger girls of the group probably used cotton panties, while the older girls (eleven-year-olds) were beginning to add rayon underthings to their wardrobes. Purchases of cotton panties were four times as frequent as those of rayon in the group as a whole. A cotton slip would last twenty months according to this clothing budget. A cotton underwaist would be among the annual purchases. A cotton-flannel gown or pajamas would be bought once in two years. Only 1 girl in 15 purchased a cotton gown for summer use. Children's nightgowns can be made at home, or made from hand-me-downs.

A pair of mittens or fleece-lined gloves for winter would be expected to serve for a year for school and perhaps be worn for play for part of the second winter. Two handkerchiefs would be added to the girl's stock each year.

Income Level $2000 to $3000

Although the Consumer Purchases Study was made in 1935–1936, it can continue to be utilized to give a comprehensive picture of wardrobe planning and co imer spending.

"Grade school girls in the more well-to-do farm families, those in the income range $2000–$2999, had about half again as much to spend on their wardrobes as did those in families at the level $1000–$1499—$23.30 as compared with $17.05." [20] Shoes and overshoes took more of the total outlays than any other clothing subgroup at both income levels.

	Average Expenditures per Daughter in the Age Range 6–11, at the Family Income Level $2000–$2999		*Clothing Expenditures at the Level $2000–$2999 as a Percentage of Those at the Level $1000–$1499*
Clothing Subgroup *	*Amount*	*Percentage Distribution*	
All clothing	$25.30	100.0	148
Shoes, overshoes	6.52	25.7	130
Dresses, skirts, blouses, suits	4.88	19.2	146
Coats, jackets, sweaters	4.62	18.3	158
Underwear, nightwear	3.11	12.3	153
Hose	2.22	8.8	152
Materials for sewing	1.97	7.8	181
Headwear	.90	3.6	155
Gloves, other accessories	.73	2.9	152
Other clothing; upkeep	.35	1.4	250

* Consumer Purchases Study, "Family Expenditures for Clothing," Five Regions, Farm Series, *Miscellaneous Publication* 428, United States Department of Agriculture in cooperation with the Works Projects Administration, 1941.

The increase of $8.25 meant more frequent replacements of garments rather than difference in average price per article for many items of dress.

[20] Consumer Purchases Study, "Family Expenditures for Clothing," Five Regions, Farm Series, *Miscellaneous Publication* 428, United States Department of Agriculture in cooperation with the Works Projects Administration.

The average number of dresses bought at the upper level was 30 per cent greater than at the lower; but the average price paid for the cotton school dresses, the garments most generally bought, increased only 8 per cent. The additional funds for hose allowed two more pairs per child.

The average number of heavy winter coats bought increased at the higher income level.

Wool sweaters, to be worn over cotton dresses or under light wool coats on cool days, would be purchased somewhat more frequently for the grade school girl at the higher family income level than at the lower; the average number bought was 0.48 compared with 0.36. Average prices paid were only a little higher with increased income.

DISCUSSION

1. Plan a school wardrobe for nine-year-old Jane. She lives on a farm that is three miles from the consolidated school. The family income is $1500. She has one six-year-old brother in the first grade.

Discuss these questions: What garments are essential? What garments are desirable? What garments are unsatisfactory? What fabrics are desirable for spring and summer? What fabrics are desirable for winter and fall?

2. Consider the same topics for her six-year-old brother Joe. Plan his clothing wardrobe for the year.

Special Problems at a Low-Income Level

Although theorists have been inclined to set up minimum lists of garments and clothing budgets for different income levels, too often these have been planned without a realistic understanding of the way people live, the resources of the community store, or the restrictions of a low income.

To understand the child's clothing needs and plan for them, it is necessary to picture the family in its home setting and to understand the influences which contribute to the accepted standard of living. Plans can be made then in terms of available funds and resources.

In a comprehensive study of an open-country community in the deep South made by Terry and Sims,[21] they concentrated on a group of rural people and examined their physical and social environment in an intensive way.

Upland Bend was a rural community of 196 families made up of landowners, tenants, and sharecroppers. Their average yearly cash income was $367. The highest income was reported to be $2400. Forty householders made less than $100 per year.

The small amount of buying permitted by the limited income of each family was only made possible through a credit arrangement. To finance a living through the long months of producing a crop, families were compelled to borrow against this crop; consequently, most of them had spent their money before it was secured.

The stock of country stores in the South is limited. The extent to which the needs of the people are satisfied by such a store is significant. In Upland Bend the buying was almost all done locally. There were a few exceptions. The more expensive items of clothing, the farm equipment, and some incidental purchases were made on a trip to town. All the 196 householders interviewed listed some one or more of the local stores as their most common buying place, and 1 out of every 10 of them and 1 out of every 3 sharecroppers reported that he bought nothing elsewhere. One third of the families bought all clothing, except that which was made at home, from the local merchants. The small amount of goods not purchased locally was obtained from near-by towns. Usually such purchases were made irregularly or whenever a member of the family was in town. It was found, however, that sales advertised by stores in the near-by towns were often the occasions for a trip to town. Only three families in the community mentioned mail order houses among the three most common buying places, and less than one half the families in the community had ever "ordered anything from the catalogue." The ten-cent stores and chain stores located in a near-by larger town were most often patronized on out-of-the-community buying trips.

[21] Paul W. Terry and Verner Sims, "They Live on the Land," Bureau of Educational Research, University of Alabama, 1940.

The stock offered in the community general store included staple groceries and dry goods. The entire stock of clothing, dry goods, and notions offered included:

- Buttons
- Caps, boys' aviation
- Cloth (in bolts)
  - organdy
  - cretonne
  - duck
  - gingham
  - outing
  - shirting
- Dress binding (2 kinds)
- Elastic
- Gloves, cotton
- Hats, straw
- Needles
- Overalls
- Pins
  - straight
  - safety
- Shirts, work
- Socks, cotton
- Stockings, cotton
- Thread
- Underwear, men's one piece

The social worker or the home economist, interested in helping plan the clothing for the boys and girls living in rural communities where incomes are low, would necessarily plan in terms of the over-all family picture.

Terry and Sims [22] found that clothing in Upland Bend was not plentiful and that much of it was made at home.

The complete wardrobe of a large owner and of a tenant consisted of the following garments:

	An owner had:		*A tenant had:*	
	No.	*Age*	*No.*	*Age*
Sunday suit	1	5 years	1	4 years
Sunday shirt	2	2 "	2	2 and 3 years
Sunday shoes	1	1 "	1	Unknown
Socks	6	Unknown	2	New
Overalls	3	"	3	1 and 2 years
Work shirts	6	"	1	New
Work shoes	1	"	1	1 year
Underwear	2	"	2	2 years
Raincoat	1	2 years	None	
Tie	1	2 "	None	
Odd trousers	1	1 "	None	

[22] Paul W. Terry and Verner Sims, "They Live on the Land," Bureau of Educational Research, University of Alabama, 1940.

The women had only a few more articles of wearing apparel than the men. In fact, the families investigated reported for the average wife only one more garment than for the husband. The garments of the women were, in general, less expensive than those of men, and many more of them were made at home. More than two thirds of all garments reported by seventeen housewives were made at home.

The clothing of the young children was entirely homemade except for shoes and stockings and an occasional coat or sweater. With the older children the same sex differences were found as between husband and wife. The boys and girls had about the same number of garments, but most of the items for boys were ready-made; those for girls were homemade. Class distinctions, again, were not pronounced. On the average, tenant wives had three less garments than did landowners' wives, and the children of tenants had correspondingly less. Too, more of the male children of tenants wore homemade clothes.

Typical for a small owner's family were these items: [23]

Garments	*Age*	*Where made*
The housewife had:		
1 cotton print dress	New	At home
4 work dresses	2 years	" "
2 suits underwear	3 "	Ready-made
1 coat	9 "	" "
1 pair light shoes	2 "	" "
1 pair work shoes	1 "	" "
2 pairs cotton stockings	New	" "
1 pair silk stockings	2 years	" "
Her daughter (16 years old) had:		
1 cotton print dress	New	At home
2 cotton print school dresses	"	" "
2 cotton print dresses	2 years	" "
2 blouses	1 "	" "
2 suits underwear	2 "	" "
1 wool skirt	2 "	Ready-made (made-over)
1 coat	5 "	" "
1 pair oxfords	1 "	" "
2 pairs stockings	1 "	" "
The baby (1 year old) had:		
1 pair white rompers		At home

[23] Terry and Sims, *op. cit.*

Garments	*Age*	*Where made*
3 gingham aprons		" "
3 cotton socks (pairs)		" "
3 flannel petticoats		" "
3 shirts		" "
13 diapers		" "
1 pair shoes		Ready-made
3 pairs stockings		" "

A tenant's family had the garments listed below:

Garments	*Age*	*Where made*
The housewife had:		
2 print dresses	1 year	At home
3 work dresses	1 "	" "
2 suits underclothes	2 "	" "
2 nice print dresses	New	Ready-made
1 pair work shoes	1 year	" "
1 pair Sunday shoes	1 "	" "
A son (15 years old) had:		
1 Sunday suit	1 year	Ready-made
2 pairs overalls	1 "	" "
1 pair work shoes	1 "	" "
1 pair Sunday shoes	1 "	" "
2 work shirts	1 "	At home
A daughter (10 years old) had:		
5 cotton dresses	1 year	At home
3 work dresses	2 "	" "
1 Sunday dress	New	" "
4 suits underwear	1 year	" "
1 pair shoes	1 "	Ready-made
1 coat	1 "	" "
1 sweater	2 "	" "
The baby son (3 years old) had:		
8 suits unionalls	1 year	At home
2 Sunday suits	1 "	" "
3 suits underwear	1 "	" "
1 Sunday suit	1 "	Ready-made
1 pair Sunday shoes	1 "	" "
1 sweater	1 "	" "

These lists present typical complete wardrobes. The ten-year-old girl attended school, participated in church and school activities, and assisted in home duties. How can she and her mother be helped to request good value in fabrics at the community store and to design and construct attractive, becoming school and Sunday costumes? It is obvious that they need to have information regarding the performance or wear expectancy of the goods they buy. Preshrunk materials, fast to light and laundering, would increase the service from the dresses and underwear made at home. It would stretch the small number of dollars which must clothe all the members of the family.

Although home demonstration agents and others working with rural groups have done much to help 4H club girls and boys and their mothers understand consumer problems they must continue to emphasize the need for factual information about garments and fabrics, whether bought at the community stores, the chain store, or the ten-cent stores. The lower the income the more the family needs assistance in planning purchases and in securing full value for every expenditure. Methods of presenting information to a person who has no background of training in textile selection or who is unacquainted with the semitechnical terms used in setting up specifications for fabrics and ready-to-wear clothes deserve more consideration in some professional training programs than they have had in the past.

FARM FAMILIES IN MISSISSIPPI

Dickins and Bowie [24] studied the clothing of 187 socially active white farm families in Mississippi. They felt that the social import of clothing was a decisive factor in the selection of clothing. Social participation, for the study, was defined as attendance at a day-time church service at least once a quarter during the schedule year. This would require clothing for all seasons of the year and all types of weather.

The median income of the families was about $700 for the year of the study. Income included not only net money income but also value of occupancy of home, value of home-grown food and other farm products

[24] Dorothy Dickins and Alice Bowie, "A Guide to Planning Clothes for the Mississippi Farm Family," *Bulletin* 372, Agricultural Experiment Station, State College, Mississippi, 1942.

used by the family, and value of inventory change in livestock and crops stored for sale. In the group studied, 6 per cent were sharecroppers and the remainder were renters. The average number of members per family was four.

When wardrobes were inventoried and typical ones analyzed it was found that they lacked garments for nightwear and for rainy weather. Women and girls used homemade garments. For men and boys the practice was to buy everything ready-made.

Clothing for Grade School Boys

School boys did not have special garments for nightwear. However, a change of garments at night might have meant greater cleanliness and more comfort and rest while sleeping.

Typical clothing supplies for grammar school boys included fourteen garments: one kind of headwear, a cap; two kinds of wraps; cotton and other trousers and overalls; heavy and light cotton shirts; heavy- and lightweight union suits; cotton socks for all occasions; work or school shoes and dress shoes; and belts. Their ties and handkerchiefs were received as gifts.

Their clothing supplies were purchased ready-made. They were limited in variety. These boys did not own a wool suit or boots. Families usually thought that purchasing the first wool suit could be delayed until high school. Since boys outgrew clothing rapidly many parents were deterred from making this purchase. Again, grammar school boys are "rough on clothing." These boys participated in social events three or four times a week. The average amount invested in all clothing at the time of the inventory was $21. The total cost of replacing their clothing averaged $15 a year.

The grammar school boy usually wore overalls to school. When he attended school with sons of business, professional, and clerical workers, who wore trousers to school, he also wore trousers. Overalls with the exception of corduroy ones were not ordinarily worn for dress.

Many consolidated schools are in town. Children of rural families attend such schools. Lack of the "accepted" clothing may cause some children to drop out of school.

A brief description of the costumes usually worn by grammar school boys for various occasions follows:

For Farm Work or at Home

Cap *
Sweater
Overalls
Cotton shirt
Work or school shoes and cotton socks †

For School or Town

Cap *
Sweater or jacket
Overalls (trousers and shirts sometimes)
School or dress shoes and cotton socks †

For Church

Cap *
Jacket
Trousers and cotton shirt
Dress shoes and cotton socks

* Boys go bareheaded most of the time. The cap serves as a protection in bad weather.

† Boys sometimes go barefoot to school or town; they often go barefoot at home in warm weather. This is probably excellent practice from the standpoint of health, and it should be encouraged.

Clothing for Grade School Girls

According to Dickins and Bowie, typical clothing supplies for grammar school girls included fifteen items: a cap, a coat, a sweater, rayon and cotton dresses, a skirt, cotton and rayon slips, light and heavy pajamas, cotton and rayon panties, oxfords, socks, and handkerchiefs.

Some of these girls went barefoot at home during the summer, and this decreased their need for shoes. They attended an average of three or four social activities a week.

Their skirts, dresses (except one cotton dress), cotton slips, and pajamas were all made at home. Also included in their clothing supply were

TABLE 15 TYPICAL WARDROBES OF GRAMMAR SCHOOL BOYS, SHOWING NUMBERS AND COSTS OF GARMENTS ON HAND AND OF YEAR'S REPLACEMENTS*

Garment †	*Garments on Hand* ‡		*Replacements during Year*	
	Number	*Cost per Garment* dollars	*Number*	*Total Cost* dollars
Cap	1	.69	1	.69
Jacket, wool or corduroy	1	2.19	½	1.10
Sweater, or other wrap	1	1.75	½	.88
Trousers, cotton	1	1.15	1	1.15
Trousers, other	1	2.05	½	1.03
Overalls	3	.86	2	1.72
Shirts, heavy cotton	2	.65	2	1.30
Shirts, other cotton	2	.72	2	1.44
Union suits, heavy	2	.67	1	.67
Union suits, lightweight, one piece	2	.36	2	.72
or shorts and shirts		(.18 each)		
Socks, cotton	4	.18	4	.72
Shoes, dress	1	1.89	1	1.89
Shoes, school or work	1	1.84	1	1.84
Belts	1	.45	½	.23
Total cost for year				15.38

* Dorothy Dickins and Alice Bowie, "A Guide to Planning Clothes for the Mississippi Farm Family," *Bulletin* 372, p. 15, Agricultural Experiment Station, State College, Mississippi, 1942.

† These boys had in addition 1 handkerchief, 1 tie, received as gifts.

‡ All clothing ready-made.

cotton panties made from new and old material, such as sacks or scraps left over from dresses.

The average amount invested in clothing at the time of the inventory was $20. The total cost of clothing replacement during the year was $16.23. The heavy wrap was replaced every other year. The girls had two new pairs of shoes each year.

The costumes which they wore for various occasions were:

For Home or Farm Work

Sweater
Cotton dress *
Oxfords and socks †

For School or Town

Cap or beret ‡
Coat
Sweater
Cotton dress (rayon dress sometimes)
Oxfords and socks

For Church

Cap or beret ‡
Coat
Sweater and skirt
Rayon or cotton dress
Oxfords and socks

* For farm work, girls sometimes used overalls belonging to their brothers.
† Girls often went barefoot in warm weather.
‡ Cap served as a protection in bad weather.

Dickins and Bowie based their prices for garments on prices for similar garments listed in a recent mail order catalogue. They point out that, although clothing provides protection from the weather and must be available in sufficient quantity for comfort and cleanliness, it also serves a social purpose. This should not be lost sight of when guides to planning clothes are set up.

A GIRL'S WARDROBE

In 1940 [25] with the cooperation of the Farm Security Administration of Louisiana, Mississippi, and Arkansas a study was made of the clothing practices of 2182 families in the region who had FSA loans. One of the

[25] Vivian F. Jelks, "A Survey of Clothing Practices of Clients of the Farm Security Administration in the States of Louisiana, Mississippi, and Arkansas," unpublished thesis, University of Alabama, 1940.

TABLE 16 TYPICAL WARDROBES OF GRAMMAR SCHOOL GIRLS, SHOWING NUMBER AND COSTS OF GARMENTS ON HAND AND OF YEAR'S REPLACEMENTS*

Garment †	Garments on Hand		Cost of Garment		Replacement during Year		All
	Home-made	Ready-Made	Home-made	Ready-Made	Home-made	Ready-Made	
	number		dollars		number		dollars
Cap	0	1	0	.89	0	½	.45
Coat, heavy, without fur	0	1	0	4.98	0	½	2.49
Sweater, wool or part-wool	0	1	0	1.[illegible]	0	1	1.29
Dress, rayon	1	0	1.25	0	1	0	1.25
Dress, cotton	5	1	.45	1.00	4	1	2.80
Skirt, cotton	1	0	.65	0	1	0	.65
Slip, cotton broadcloth	2	0	.30	0	2	0	.60
Slip, rayon	0	1	0	.60	0	1	.60
Pajamas, cotton flannel	1	0	.55	0	½	0	.27
Pajamas, print or broadcloth	1	0	.50	0	½	0	.25
Panties, cotton	1	1	.11	.25	1	1	.36
Panties, rayon knit	0	2	0	.20	0	2	.40
Socks	0	5	0	.17	0	5	.85
Oxfords, low heels	0	2	0	1.98	0	2	3.96
Total cost for year							16.23

* Dorothy Dickins and Alice Bowie, "A Guide to Planning Clothes for the Mississippi Farm Family," *Bulletin* 372, p. 22, Agricultural Experiment Station, State College, Mississippi, 1942.

† These girls had in addition 1 rayon dress, 1 cotton dress, 1 pair of cotton panties, and 2 handkerchiefs made from old materials or hand-me-downs or gifts, all garments for which there was no cost.

significant facts revealed by the survey was that the average per capita allowance for clothing for a year was $7.52.

A group of graduate students in clothing and textiles at the University of Alabama used this sum as a basis for planning and worked out a wardrobe [26] for a high school girl. Although the age of the girl was slightly above the age range covered in this book, the principles evolved may be helpful in planning the clothing for a girl in the intermediate grades or in the first years of junior high school.

Important features of the wardrobe were (1) simple well-styled de-

[26] "$7.50 Worth of Morale," *Consumers' Guide*, November 15, 1941.

signs, (2) carefully selected low-cost cotton fabrics, (3) self trimming, (4) a related color scheme, (5) fasteners from materials at hand.

The survey showed that the high school girls had about $22 worth of clothing in their wardrobes and that about one third of this amount was needed for new articles each year.

The graduate students and FSA home supervisors working together evolved the following plan for replacements. The first year the girl would need a suit, two dresses, three blouses, two slips, two pairs of panties, two pairs of shoes, five pairs of socks or hose, and one pair of slacks.

The second year, the plan called for one reversible coat of corduroy and denim, two dresses, one wool sweater, one slip, one pair of panties, one nightgown, one pair of shoes, three pairs of socks, and one pair of woolen gloves.

The third year's purchases would include one jacket, one dress, one wool-flannel shirt, one blouse, one slip, one pair of panties, two pairs of shoes, one pair of stockings, and two pairs of socks.

After studying informal laboratory tests the group of graduate students decided that for low-cost clothing all-cotton fabrics were better, in general, than similar materials which were mixtures of cotton and rayon or of cotton and wool.

Pattern costs could be reduced by establishing pattern libraries, either in the home of a community leader or at the church or school. Used patterns could be deposited at the pattern library and referred to when needed.

In planning such a wardrobe, the chance of having a girl and her friends tire of her clothes could be avoided best by making all the clothes in a related color scheme becoming to the girl. Bright colors for the most important garments should be avoided. The desired color lift could be achieved by bright-colored buttons, trimmings, fasteners, or accessories.

The clothes made should be interchangeable; that is, dresses should be convertible into suits, or blouses should combine readily with other articles of clothing into a costume change. Materials should be durable and if possible tested for colorfastness, shrinkage, and breaking strength.

It was essential that almost all articles in the wardrobe be made at home and that choices of fabrics, colors, and designs be made by a skillful understanding shopper.

CHILDREN'S CLOTHING BUDGETS FOR WELFARE FAMILIES

It is probable that departments of welfare in many states have worked out suggested clothing budgets to be used by welfare workers when they counsel families needing their services. In Alabama, minimum wardrobes for children in the six- to twelve-year-old age range have been set up on a minimum cost basis.[27] The Alabama Department of Welfare believes that such standards insure uniform consideration for public assistance to clients in the determination of needs.

Annual replacement means the number of articles needed per year, or the average wearing duration of merchandise. Fractional replacement indicates that an article should last more than one year, that is, one half indicates a garment should last two years.

DISCUSSION

1. What characteristics should fabrics have when they are to be used for garments for children whose family income is $1000 or less per year? What fabrics best answer this description? Collect samples of them. Compare prices and grade of each.

2. Plan a clothing budget for a six-year-old girl who lives on a farm and whose family income is $750. She is about to enter the first grade at school.

3. Plan a clothing budget for a twelve-year-old boy whose family can allow $15 per year for his clothing. He lives in a town of 2500 population.

[27] Minimum wardrobes worked out by Mrs. Rubye Brooke, Consultant on Standards of Assistance, *Manual for Alabama Welfare Workers*, 1945.

TABLE 17 MINIMUM CLOTHING BUDGET*

Boys Six through Twelve Years Old

(Prices were collected on items listed on the basis of inexpensive but fair-grade merchandise customarily used by low-income families)

Articles	*Specifications*	*Annual Replacement*	*Unit Cost*	*Annual Cost*
Outer Garments				
Hat	Straw	½	1.45	0.73
Cap	All wool	½	1.23	0.62
Overalls	Denim	1½	1.47	2.21
Trousers	60% wool or corduroy	2	2.98	5.96
Sunday suit	100% wool, two-piece suit	½	12.95	6.48
Shirts, work	Jean cloth or khaki	3	1.12	3.36
Shirts, dress	Broadcloth	1	1.54	1.54
Lumber jacket	All-wool mackinaw	½	3.69	1.85
Sweater	All wool	½	2.98	1.49
Raincoat	Water repellent	⅓	4.29	1.43
Underwear				
Shorts	Cotton broadcloth	2	0.32	0.64
Shirts	Cotton knit	2	0.24	0.48
Union suits	Lightweight cotton knit	1½	0.69	1.04
Pajamas	Broadcloth	1½	1.10	1.65
Footwear				
Shoes, oxford	Leather, upper and sole	2	3.35	6.70
Shoes, tennis	Canvas	1	1.98	1.98
Galoshes	Rubber	1	1.29	1.29
Socks	Cotton	6	0.19	1.14
Shoe repairs	Two soles and one pair of heels	2	1.13	2.26
Accessories				
Gloves	Wool	½	0.98	0.49
Handkerchiefs	Cotton	4	0.13	0.52
Ties	Cotton and rayon	2	0.29	0.58
Belts	Leather	½	0.79	0.40
Incidentals				
Comb	Medium weight 7¾	½	0.14	0.07
Hair brush	Plastic back	½	0.47	0.24
Tooth brush	Nylon bristle	3	0.19	0.57
Tooth paste	Large tube	4	0.39	1.56
Hair cuts		8	0.35	2.80
Shoe laces	Cotton	2	0.10	0.20
Shoe polish	Can or bottle	1	0.10	0.10
Total				50.38
2% Sales Tax				1.03
Grand Total				51.41
Monthly Cost (1/12 of Grand Total)				4.30

* Prepared by Mrs. Rubye Brooke, Consultant on Standards of Assistance, for use in budgeting for families receiving assistance from State Department of Public Welfare, Montgomery, Alabama, January 1945.

TABLE 18 MINIMUM CLOTHING BUDGET*

Girls Six through Twelve Years Old

(Prices were collected on items listed on the basis of inexpensive but fair-grade merchandise customarily used by low-income families)

Articles	*Specifications*	*Annual Replacement*	*Unit Cost*	*Annual Cost*
Outer Garments				
Hat, summer	Straw	½	1.29	0.65
Beret	Felt, 95% wool	1	1.00	1.00
Dresses, house or play	Percale or chambray	3	1.98	5.94
Dresses, street	Rayon and shantung	½	2.98	1.49
Blouse	Nainsook or batiste	2	1.00	2.00
Skirt	100% wool	1	2.98	2.98
Apron	Percale	1	0.39	0.39
Coat, winter	100% wool	⅓	8.98	2.99
Sweater	100% wool	1½	2.28	3.42
Housecoat	Percale	...	....	.....
Raincoat	Water repellent	⅓	3.95	1.32
Underwear				
Panties	Cotton and rayon	4	0.33	1.32
Gowns, winter (or pajamas)	Outing	2	1.00	2.00
Gowns, summer	Muslin or voile	1	1.69	1.69
Shirts, winter	Cotton knit	1½	0.29	0.44
Slip	Cotton	2	0.49	0.98
Footwear				
Shoes, dress	Leather, upper and sole	1	2.98	2.98
Shoes, oxford	Leather, upper and sole	2	2.98	5.96
Galoshes	Rubber	½	1.29	0.65
Socks	Cotton	6	0.19	1.14
Accessories				
Gloves	Fabric	½	0.46	0.23
Handbag	Simulated leather	⅕	0.98	0.20
Handkerchiefs	Cotton, 11½ inches square	6	0.10	0.60
Umbrella	Cotton and rayon	...	....	.....
Personal Incidentals				
Comb	Plastic	½	0.10	0.05
Tooth brush	Nylon bristle	3	0.19	0.57
Deodorant	⅔-ounce jar	1	0.33	0.33
Shoe repairs	One sole and one pair of heels	[illegible]	0.60	1.80
Shoe laces	Cotton	[illegible]	0.10	0.30
Dry cleaning	Coats and sweaters			1.00
Clothing upkeep	Pins, needles, and thread			0.50
Total				45.84
2% Sales Tax				0.92
Grand Total				46.76
Monthly Cost (1/12 of Grand Total)				3.90

* Prepared by Mrs. Rubye Brooke, Consultant on Standards of Assistance, for use in budgeting for families receiving assistance from the State Department of Public Welfare, Montgomery, Alabama, January 1945.

The Infant

Chapter 3

IN many instances, a young mother buys the baby's layette to satisfy her own fancy rather than for the comfort of the infant. In recent years there has been a swing from the long frilly dresses of a few generations ago to plain comfortable clothing. This trend is due mainly to the suggestions and influence of the medical profession. Because mothers have found these suggestions to be practical in saving time and energy, the trend has spread. During recent years doctors have found out many things about clothing for babies, and they emphasize more than ever that health rather than fashion should be the first thought in dressing the child. The saying that *clothes are made for babies and not babies for clothes* should be kept in mind by the mother who tends to dress her child as she would a doll. You will find that babies appreciate comfortable clothing and will show appreciation with a good disposition. Good taste and judgment are shown by selecting simple, plain, comfortable, and washable clothes.

Standards for Infants' Clothing

Many booklets are published telling the young mother what she should include in her layette. In fact, so many conflicting recommendations are given that they tend to leave one bewildered. However, when assembling a layette, there are some requirements or standards which

should be kept in mind. With these standards as a basis, select garments which comply as nearly as possible, and a satisfactory layette will be the result.

1. A baby's clothes should be made of material that is soft, pliable, and absorbent. Garments worn next to the skin, especially, should not be in the least irritating.

2. The material should be durable, easily laundered, and, whenever possible, it should not require ironing.

3. The clothing should be light in weight but sufficient to keep the body at the normal uniform temperature of 98.6 degrees. The material and garment should both be constructed to allow ventilation.

4. The design of the garments should make them easy to put on and to remove. If you plan to make the garment, the design should be one easy to make.

5. The garments should be comfortable and allow freedom of movement.

6. The clothing should be well constructed with smooth flat seams and have easy simple fastenings.

7. The design, as well as any decoration, should be simple. Trimming should not add to the bulk of the garment. Baby's clothing should be attractive, but this does not depend on elaborateness.

8. The garments should be designed to allow for growth and development of muscles.

9. The garments should be safe.

Comparatively few garments should be purchased before the baby arrives. "A few garments are all that need be bought during the first six months, as little babies quickly outgrow their clothes." [1] Therefore, it is best to wait until the baby is a few weeks old and purchase the clothing as the need arises. The type of garment, as well as the number purchased, will depend on the climate, the evenness of the heat in the house, the age and health of the child, as well as the amount of maid service or laundry service available. After the mother starts taking care of her baby, she de-

[1] Dr. Herman N. Bundesen, *The Baby Manual*, p. 187, Simon and Schuster, New York, 1944.

velops definite likes and dislikes based upon which garment she finds easier to use. It is this garment then that she will need to purchase in greater numbers.

The time of the year that the baby is born will govern to a great extent the kind of layette needed. Mothers often discuss the needs of a *summer baby* or a *winter baby*. Comparatively speaking, the child born in the summer needs very little infant's clothing, other than diapers and shirts, while the baby born in the winter will need more outer garments to protect it from sudden changes in temperature. The same things can be said in regard to the kinds of heating systems in the home. A baby living in an apartment or home which is heated with even heat does not require the same number or kinds of garments as a baby living in a poorly heated place. A baby living in the well-heated house will usually need to be dressed only in a diaper, cotton shirt, and perhaps a thin cotton gown or kimono; while the other baby may need, besides his diaper, a part-wool shirt and a flannelette gown plus blankets and sweaters for additional warmth when the temperature changes radically.

There was a time when it was felt that the infant should be kept completely covered, summer or winter, to prevent chilling. Now it is realized that there is as much danger from overheating the baby with too many clothes as there is from putting too few garments on him. The mother can soon determine the correct clothing for the particular surroundings so that the baby will not perspire or become chilled. A baby who is not in good health often requires more protection in the way of additional clothing than a healthy child. In this case, however, the doctor will give advice about necessary clothing.

If it is possible to have daily laundry service or maid service, fewer garments are necessary in the baby's wardrobe. However, one must plan for emergencies and for rainy days when things do not dry as rapidly as they should. Garments that are the least bit damp must not be used near the baby.

Safety and Health

When caring for an infant, safety first must be a keynote. For example, "A drawstring should not be used in the neck of a baby's garment.

Such a string is dangerous, for it may get pulled too tight about the baby's neck and strangle him. Long ribbons, sometimes used as trimming on babies' clothing, are undesirable for the same reason." [2]

Fur and fuzzy yarn, such as Angora, are bad, for the hairs and fibers pull out easily and are likely to get in the baby's throat, eyes, or nose.

The modern way to dress babies is without safety pins or buttons when it is possible. The safety pin may unfasten and scratch or stick into the baby. Infection could result from such a break in the skin. Too, there is the possibility that a pin left carelessly about might be swallowed by the baby. Whenever it is necessary to use safety pins, as on diapers, do not have any extra pins near the baby for him to find and put in his mouth. When pinning a diaper, be sure to have your hand between the diaper and the baby's skin to keep from sticking him.

Buttons are also classed as dangerous, for they are likely to become broken in the laundering process, and the broken edges could scratch the baby. This danger has been partly taken care of by the use of hard rubber buttons on many articles of underclothing and nightwear. Buttons, however, might come off a baby's garments and be swallowed by him. If buttons are used, be sure they are always sewed on securely.

Essentials in the Layette

According to the Children's Bureau of the United States Department of Labor, the average baby needs the following layette for about the first six months of its life:

Diapers	3 to 4 dozen
Shirts (long or short sleeves according to climate)	3 or 4
Abdominal bands	3
Nightgowns (or wrappers)	5 or 6
Sweaters	2
Flannel squares or baby blankets	2 or 3
Warm hood (if climate is cold)	1

[2] "Infant Care," Children's Bureau, *Publication* 8, p. 14, United States Department of Labor.

"Other garments, such as dresses, additional sweaters, and a bunting or other wrap for cold weather, may be good to have but are not essential. It is better to have plenty of diapers, shirts, and nightgowns so that the baby can always have plenty of clean ones." [3]

Clothing planned to fit a newborn baby is soon outgrown. For this reason prospective mothers are urged to buy the very minimum number of garments and to avoid infant sizes.

BANDS OR ABDOMINAL BINDERS

The first item of clothing needed by the newborn baby is the band or binder that is used to hold the dressing in place until the naval is healed. Some doctors prefer to use sterile gauze as a band; this proves quite satisfactory. If the baby is born in a hospital, it is not necessary to purchase bands for the layette since the hospital usually takes care of this. If the doctor advises a longer use of the band or binder, it is possible to make some out of soft material, such as worn sheeting or cotton flannel. Cut the bands four to six inches wide and eighteen to twenty-seven inches long, leave unhemmed, and hold in place with small safety pins. Bands should be sterilized before using. Knitted bands with tape ties may be purchased in a store but are not essential to the well-being of the baby. There was a time when it was thought desirable to have these bands of a wool material, but, since wool is often irritating to the tender skin of the newborn baby, cotton bands are preferred. Bands are not worn for the purpose of affording warmth, and, if such protection is needed for the diaphragm and chest, a shirt should be worn over the band. Because the sleeveless shirts are sometimes called bands, all items shown in Fig. 7 will be discussed under the heading of shirts to avoid confusion.

It is generally agreed that the most essential items to be purchased for the infant's layette today are the diapers and the shirts. Many mothers concur in this but add that they find that plenty of flannelette squares, or receiving blankets, and one or two wool blankets are also very convenient to have.

[3] "Infant Care," Children's Bureau, *Publication* 8, p. 13, United States Department of Labor.

Diapers come first on the list of necessities for the layette.

Quantity

Even though diaper service is available, it is advisable to have some diapers of your own for emergencies. Assuming that you do not have diaper service, a minimum of three dozen diapers is needed, although four dozen are recommended. Daily washing of diapers is necessary when you have only three dozen. If it is the time of year or if you are so situated that diapers cannot be dried easily, you may find it convenient to have even more.

Kinds

On examining the market, several varieties of diapers, both in kinds of material as well as in sizes, may be found. Diaper cloth should not irri-

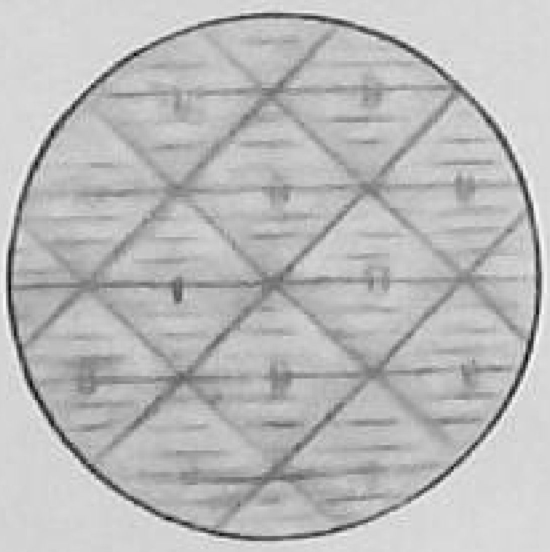

FIGURE 1. *Characteristic bird's-eye weave.*

tate the skin and should have the desirable qualities of lightness, softness, pliability, absorbency, and quick drying.

Probably the oldest type of diaper on the market today is the bird's-eye. Bird's-eye is a distinctive weave of a small geometric pattern, resembling a bird's eye (Fig. 1). When the term bird's-eye is used in regard to diapers, a rather heavy diaper material is usually meant. However, today there is a gauze-like diaper woven in the characteristic bird's-eye weave. The regular, heavy type of material can be purchased by the yard in either

eighteen-, twenty-, twenty-seven- or thirty-inch widths. The twenty-seven-inch width is the most common.

Cotton flannelette is also used by some mothers. This is a soft, slightly napped material, sold in twenty-seven- and thirty-inch widths. Because of the napped surface, this material absorbs and holds moisture but requires a longer time to dry than the bird's-eye or gauze. Flannelette makes a bulky diaper, and the nap may irritate the baby's skin.

There are two types of gauze diapers on the market, bird's-eye gauze and square-woven gauze, both of which are less bulky than the bird's-eye or cotton flannelette and are so constructed that they are more absorbent. These diapers are made of two layers of gauze-like material woven together on all four sides. The two non-selvage sides are pinked. They are light in weight, have a high degree of absorbency, and dry rapidly. The latter advantage is especially important for humid climates, during the rainy season when it is difficult to get things dry, or when one lives under crowded conditions. These diapers come in sizes 20 inches by 40 inches, which seems to be the most convenient size and shape.

There are several types of knitted diapers on the market. Some are tubular knit and others are shaped to conform to the body contours (Fig. 5*d*). When considering the fitted and pinless diapers, be certain that allowance has been made for growth in length as well as girth. Of the tubular varieties the four-ply seem to be more absorbent and less stretchy than the two-ply. Two-ply, in relation to diapers, means two thicknesses, and four-ply means four thicknesses of knitted material.

The absorbent qualities of knitted diapers are good, but in proportion to their bulkiness they do not seem as good as gauze. The drying time is long and some knitted diapers are found to stretch badly after being on the baby awhile.

Many variations of the disposable diaper are now found on the market. There are the kinds which are entirely disposable, those which are just pads to be slipped into a treated water-repellent outer diaper, and those which are merely linings to be used in the regular diapers. Since disposable diapers are made from cellulose, a protective gauze is desirable to keep it from sticking to the skin of the baby when wet. The bulkiness of some

disposable diapers is undesirable if used all the time. Even though this kind of diaper might not be adopted for general use, it is convenient when a mother travels with a small baby. Other significant uses would be to give additional protection at night by using a disposable diaper inside the regular one or by using either a lining paper or a section of a disposable diaper in the diaper at the time when regular bowel movements are expected.

The decision as to the type of diaper to be used should be made after a thorough comparison of cost and convenience of the different kinds. If living quarters are such that caring for the diapers would be impossible, a diaper laundry service might prove to be a wise choice. Investigate such a service in your community.

Some mothers have been known to buy five dozen diapers so that they will not have to wash so often. They also consider that, if given the proper care, these diapers can be used again for a second or third baby, thus reducing the initial cost of diapers per baby.

By working out a comparison of costs, it is usually found that the ownership and use of cloth diapers is most economical and that the diaper service and disposable diaper vie for second place, depending upon the kind of disposable diaper used and the local cost of diaper service.

A diaper described in a recent report is made of a new non-woven fabric. This material is absorbent on one side and water resistant on the other. It will be disposable and low in cost. There will undoubtedly be many new, inexpensive, labor-saving developments in the near future.

Size

Sizes of diapers vary from 18 by 18 to 22 by 48 inches. The correct size to buy is a much-disputed question and one on which varying advice is given.

It does not seem economical to purchase the small-sized diaper for the tiny infant, for it means another outlay of money in only a short time for a supply of larger sized diapers.

After much measuring of babies and testing of diapers of differing sizes on various babies, Ruth L. Howard reached the conclusion that the

19 by 40 inch shrunk size was the best size for use during the entire diaper period and recommended that it be set as a standard. The oblong shape is recommended because of its protection, adjustability, and convenience.[4]

If you examine Figs. 2 and 3, you will see that either method of folding the oblong diaper forms extra thicknesses through the middle section where most needed. These extra folds offer more protection and will help to keep outer garments dry. The oblong diaper can be folded small so that it fits a tiny baby. As the child grows, the folds can be decreased, and the size can be increased. It is convenient since it can be unfolded for washing and is thin for quick drying.

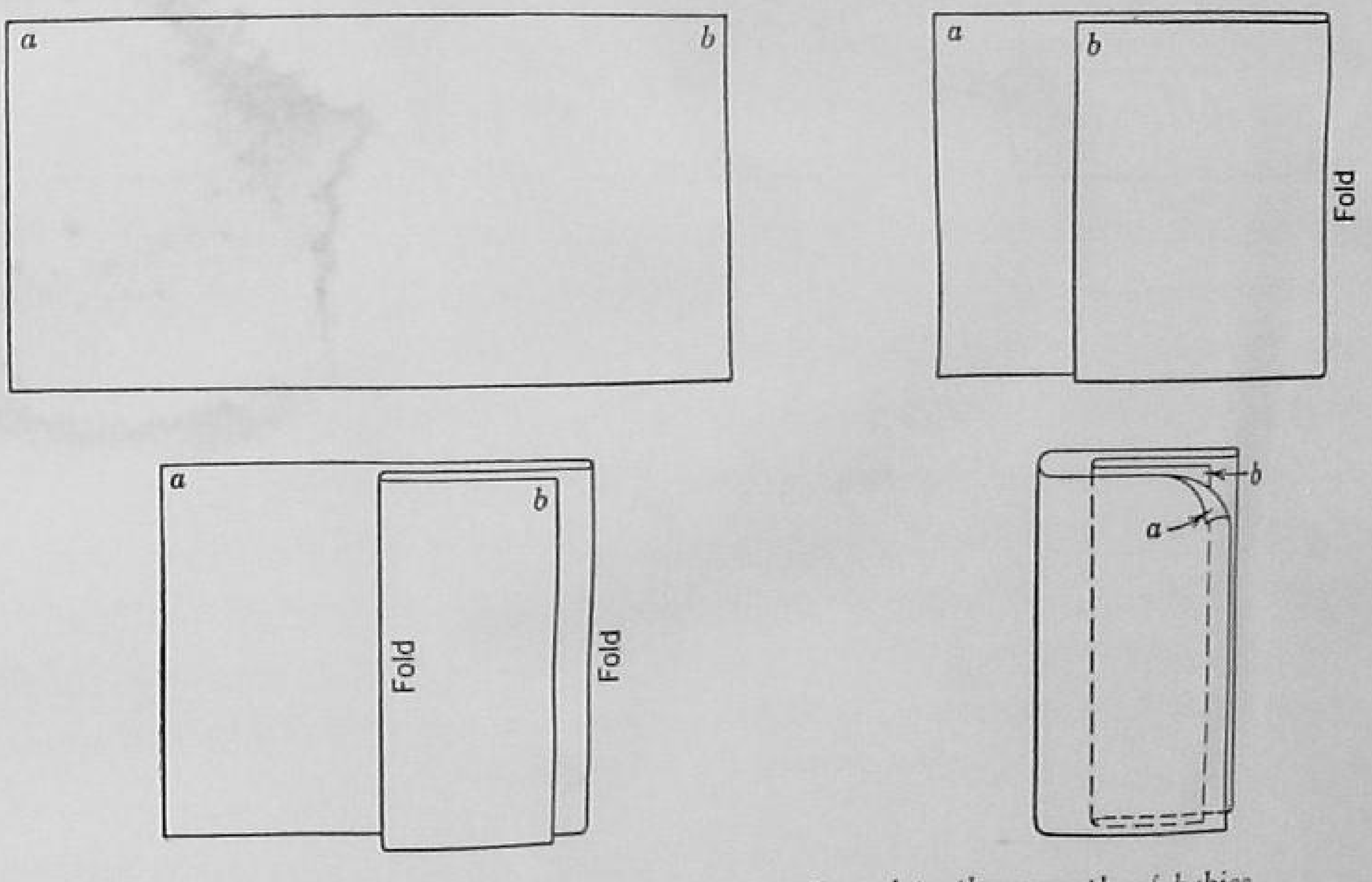

FIGURE 2. *The panel fold diaper is easily adjusted to the growth of babies.*

Putting on the Diaper

There are two recommended ways of folding the diaper, the panel fold and the cornucopia fold (Figs. 2 and 3).

In folding the forty-inch oblong into the panel fold (Fig. 2), *b* is brought over to within eight or nine inches of *a* and then doubled back

[4] Ruth L. Howard, "A Study of Diaper Sizes and Folds," *Journal of Home Economics*, January 1935.

two to three inches from the folded edge; *a* is then brought over to meet this outside folded edge, and the center panel is completely covered. This gives extra thickness in the center where it is needed and leaves the sides less bulky and more easily pinned. While the baby is very small, one end of this folded diaper can be turned up to make the size conform to the baby's size. This extra fold can be placed in front for the little boy baby

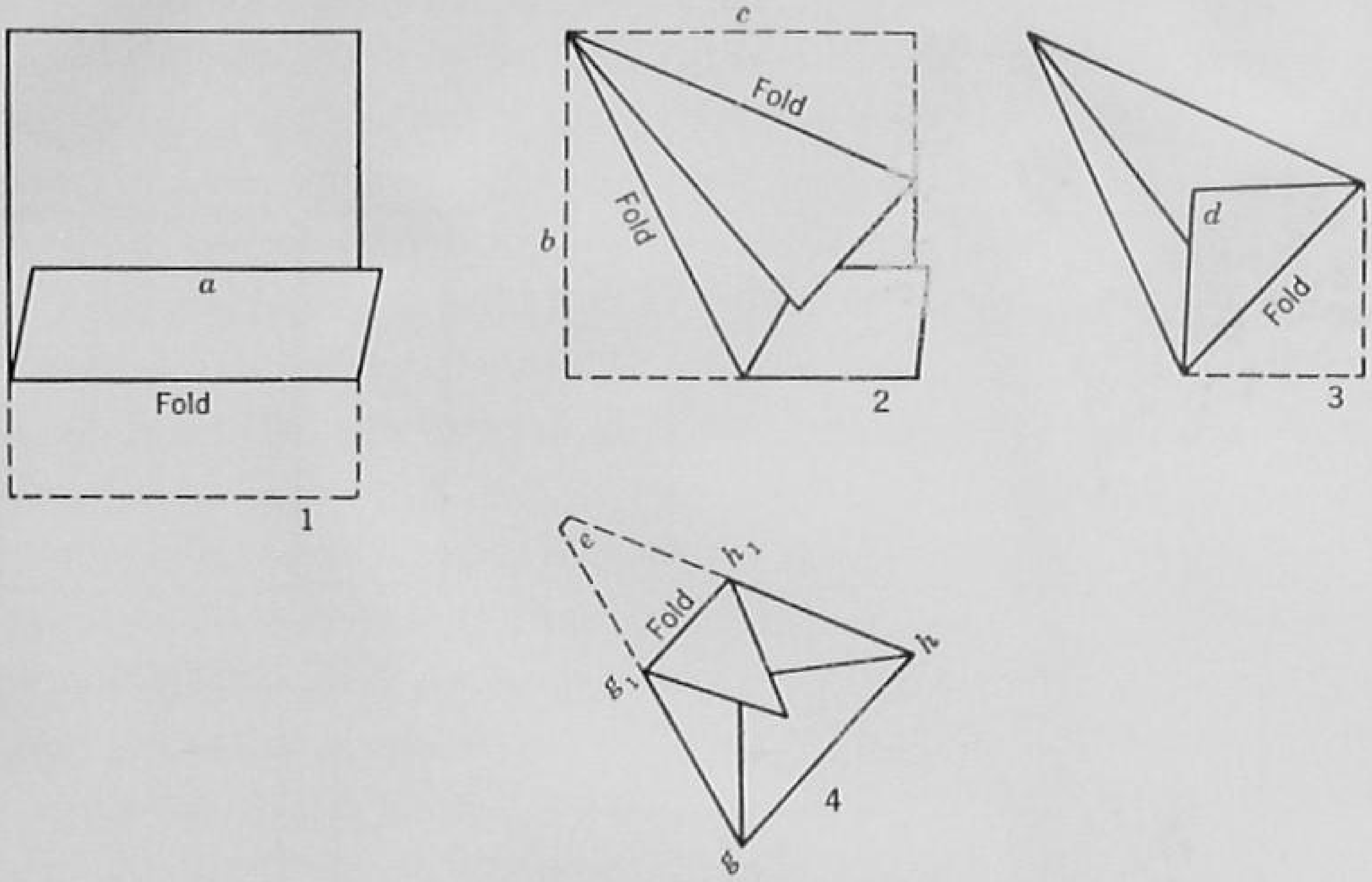

FIGURE 3. *Cornucopia or kite fold for a diaper. The extra thicknesses are in center, keeping the outer edge thin.*

and in back for the little girl, to give the extra protection where it is needed. If the diaper is folded by this method, it can be adjusted to the size of the baby as it grows, which makes it necessary to purchase only one set of diapers for the baby.

The cornucopia or kite method of folding the diaper (Fig. 3) is as follows: Using a 20 by 40 inch diaper, fold *a* up until a square is formed; edges *b* and *c* are folded as in diagram 2. The diaper now forms a cornucopia. Point *d* is folded down forming a triangle (diagram 3); *e* is folded over as in diagram 4, and at this stage the diaper is in the form of a kite.

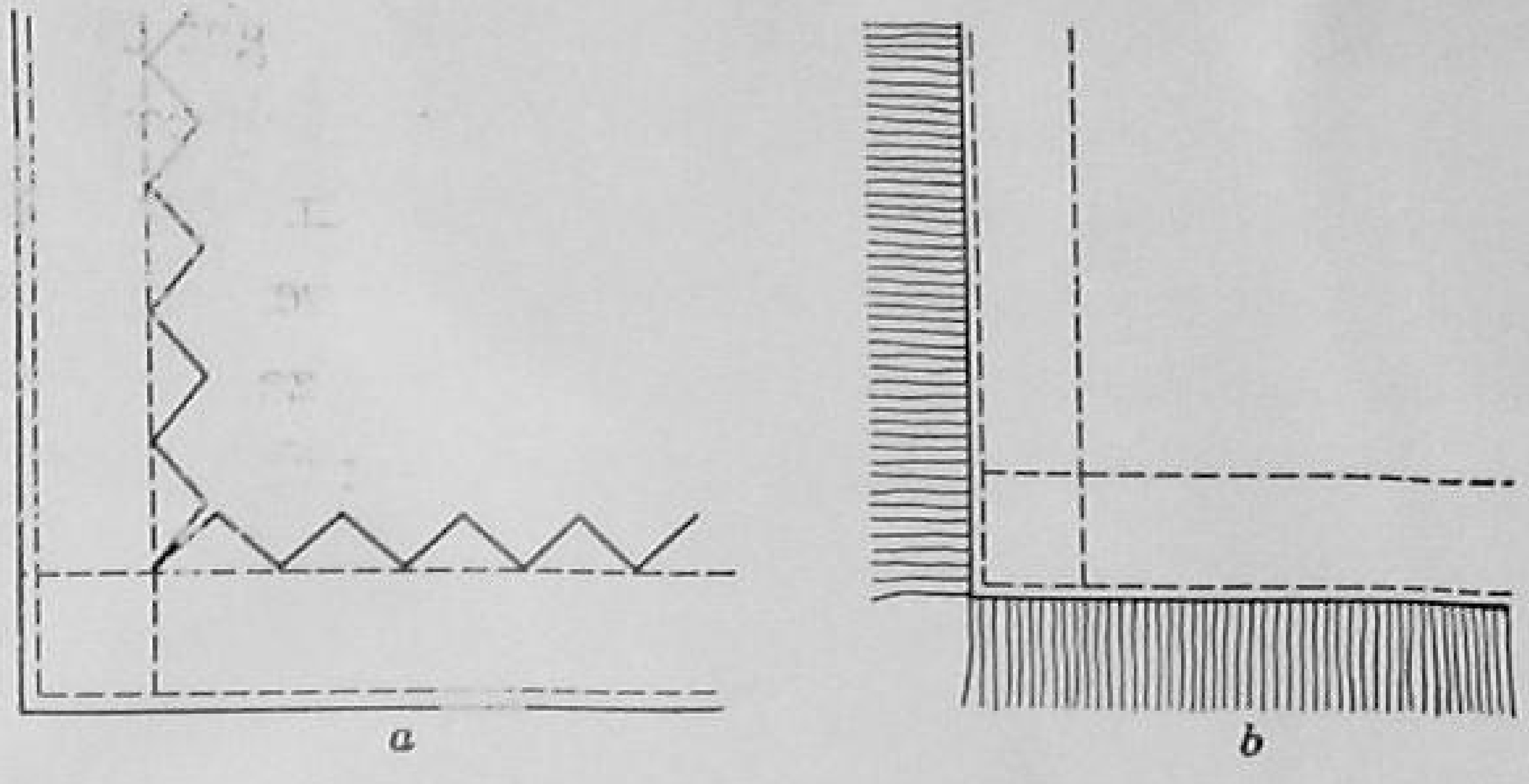

FIGURE 4. *Good finishes for diapers when made from yardage. a shows the edge pinked, turned up once, and double-stitched on the machine. b is double-stitched on the machine about ¼ inch and ½ inch from edge. The edge is then raveled back to first stitching.*

Now place baby on diaper, bring the fold up over the baby, and pin the corners g_1 to g and h_1 to h.

If diapers are made at home, cut them so that only two sides will have to be finished. If a hem is used, stitch it down on the machine to make it as flat as possible, and stitch the corners in a square for reinforcement. A better and less bulky procedure than hemming is to pink the raw edges, turn them back once, and machine stitch them twice around the edge. Stitch a square at each corner for added strength (Fig. 4). This leaves the edges less bulky and permits them to dry more quickly when laundered. Another flat finish is to stitch the raw edges on the machine about one quarter of an inch from the edge and again one half an inch from the edge. Then ravel the edge down to this outer row of stitching.

Care of Diapers

When a diaper is wet or soiled, it should be removed. Any stool should immediately be scraped off, and the diaper should then be rinsed in cold water. One corner of the diaper can be held and the soil flushed off in the toilet. A small piece of clean cloth or a commercial diaper insert of paper in the diaper at the time of day that stools are likely to be

passed will save the mother's time and energy as well as wear on the diapers. The covered pail in which diapers are placed immediately after rinsing should contain cold water. Diapers should never be allowed to dry while soiled. Every day the diapers should be washed thoroughly in hot water with mild soap, but no strong soap or laundry powder should be used. Rinsing must be thorough to remove every trace of soap. Probably four rinses will be necessary. If it is not possible to boil the diapers daily, boil them at least three times a week. Boiling diapers helps remove soap and kills germs. Boil ten to fifteen minutes, rinse again, and hang out of doors in the sunshine if possible. Proper care of diapers will prevent irritation of the thighs and buttocks of the baby. Never hang wet diapers or other wet clothes in the nursery.

PROTECTORS

Protectors in the form of waterproof diapers or pants are not included in the layette suggested by the United States Children's Bureau. They should not be included in any layette unless they will be used with care, for they can be detrimental to the health of the baby. There are times, however, when traveling with the baby or when the baby is being held on the lap that this added protection is justified. In such cases, when waterproof pants are used, do not leave them on the baby for too long a time. One protector should be sufficient for these special times. However, if the baby is going on a long trip, it would be best to have at least two. Protectors, as well as diapers, must be kept fresh.

Soft rubber pants, water-repellent batiste pants, and soft-wool knitted pants, known as soakers, are all sold for this protective purpose. When any of these protectors are used, they must never be so tight at the waist or legs that they leave a mark on the skin (Fig. 5). Since rubber or other waterproof fabric does not permit the passage of air, pants made of this material must have air holes for ventilation. If they are cut to fit the leg and thigh (Fig. 5*a* and *b*), rather than having elastic at the top and legs (Fig. 5*c*), better ventilation is obtained. The mother should be careful

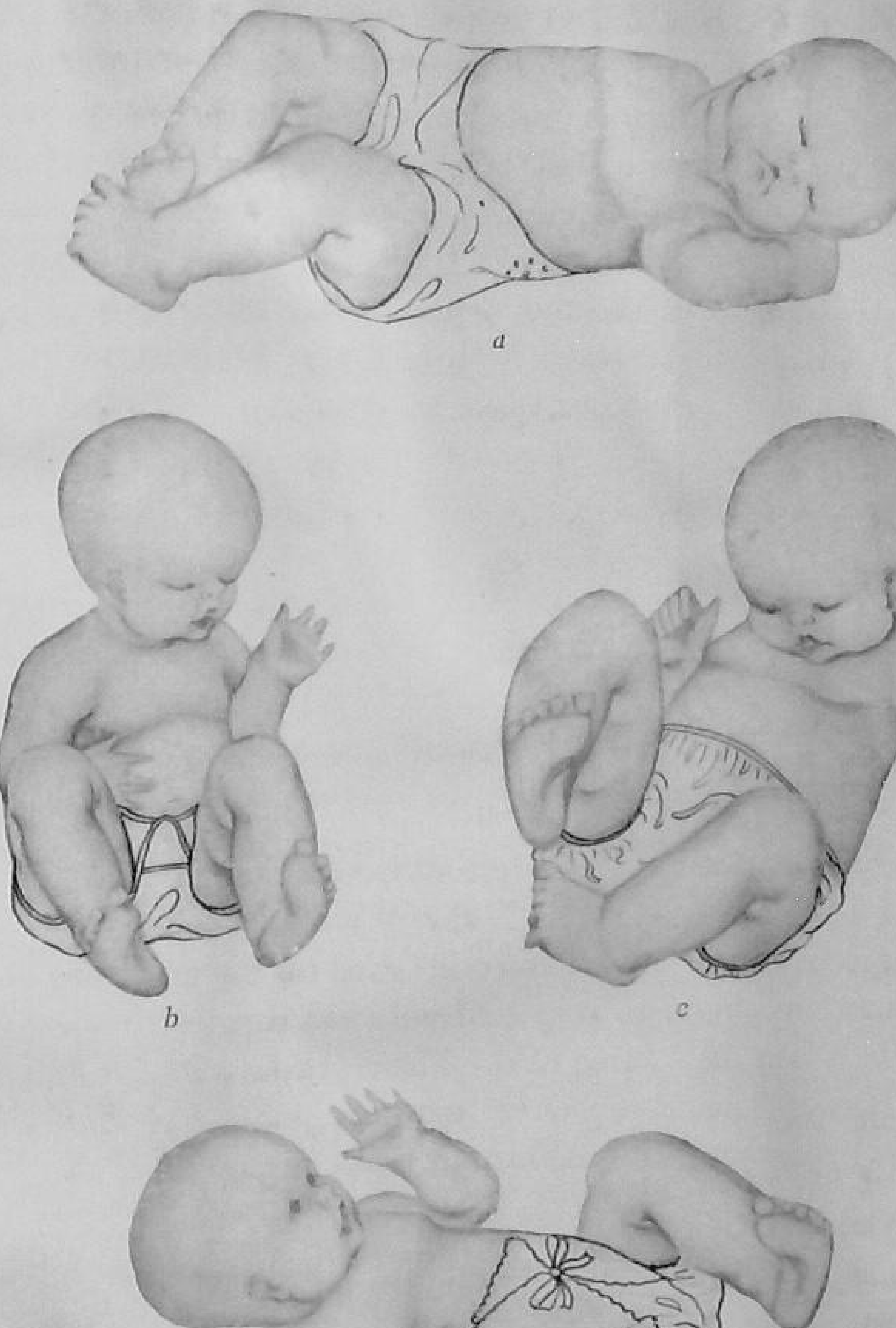

FIGURE 5. *Protectors a and b are more desirable than c since they are designed to fit without elastic. d is a knit diaper designed to fasten with ties, thus eliminating pins.*

Figure 6. *Knitted wool soaker designed to be used instead of water-repellent pants.* Bailes Studio.

to change diapers as soon as they are soiled even though protectors are being used.

Since protective pants are not especially good for the well-being of the child, some mothers prefer to keep on hand small lap pads to place beneath the baby when he is being held. These pads can be cut of a convenient size from old mattress pads or from new mattress padding which can be bought by the yard. An old blanket folded several times also serves this purpose.

"Soakers," loosely knitted pants, are now on the market for protectors and are used in place of the rubber pants. The soakers (Fig. 6) fit over the diaper and are quite effective in protecting the baby's outer garments. They are usually made of wool yarn with a rib knit which is pliable and therefore adjusts to the growing child. The knitted soaker has several advantages over the rubber panty in that it allows air to circulate and is therefore less likely to cause skin irritation. Wool absorbs much moisture before it feels wet to the skin, and, since moisture evaporates slowly from wool, a somewhat even body temperature can be maintained.

The United States Department of Agriculture has offered the following suggestions for making soakers from old sweaters. Cut out soakers—following outline of another pair of panties—so waistband ribbing of the sweater becomes the waistband of the soakers; machine stitch close to all cut edges immediately after cutting to prevent raveling. Sew up side and crotch seams. Then, using yarn raveled from the sweater, pick up stitches around leg holes and knit on about one-half inch ribbing for each leg band. Crochet eyelet edge atop of the waistband. Run twisted or crocheted cord or ribbon through the eyelet and tie.[5]

SHIRTS

Shirts are needed to help regulate the temperature of the baby's body and to protect him from sudden changes in temperature. This, however, does not mean that the baby needs to wear a shirt at all times, for it might be too hot in the summer. Remember that, in order to keep the baby comfortable but not too warm, his clothing should be selected to suit the climate, the season, the varying temperatures of the house, and the baby's age and physical condition.

Three shirts are usually considered the minimum; four are more desirable. If you have a summer baby in a climate which is ordinarily hot, you may not need the three shirts for the layette. It may be advisable to have one for a sudden change in temperature and then wait until fall to buy others of a larger size.

It is not advisable to buy the infant-size shirt since they are outgrown so quickly.

The following table gives you the proper underwear size as indicated by your baby's weight and age. When buying according to this table you will find it economical to get size two for the layette. Even though size two may be a little large for the newborn infant, it will accommodate the baby for three to six months. With modern methods of feeding, the infant often doubles its weight in three months and trebles it in six.[6]

[5] United States Department of Agriculture, *Miscellaneous Publication* 575, p. 11.

[6] E. Neige Todhunter, "Benefits from Research," *Journal of Home Economics*, Vol. 36, No. 9, November 1944.

TABLE 19 ONE SCALE OF SIZES NOW IN USE*

Size	*Age*	*Weight*	*Shirt Length*
1	To 3 months	To 11 pounds	10 inches
2	6 months	12–18 pounds	11 inches
3	1 year	19–23 pounds	12 inches
4	1½ years	24–26 pounds	13 inches
5	2 years	27–28 pounds	14½ inches
6	2½ years	29–32 pounds	16 inches

* This chart was worked out by the E-Z Mills, Inc., and was tested by actual experience for two years before being published. Other companies are using similar scales.

If you purchase a garment made according to the "Recommended Commercial Standard on Body Measurements for Apparel Size for Infants, Babies, Toddlers and Children" (Table 20), select size six months for the layette.

TABLE 20 A PROPOSED STANDARD SCALE OF SIZES*

Size	*Age*	*Weight*	*Chest*	*Shirt Length*
3 months	3 months	14 pounds	17 inches	10½ inches
6 months	6½ months	18 pounds	18 inches	11½ inches
12 months	11½ months	22 pounds	19 inches	12½ inches
18 months	17½ months	25 pounds	20 inches	14 inches
24 months	25½ months	28½ pounds	21 inches	15¼ inches
36 months	35 months	32 pounds	22 inches	

* "Recommended Commercial Standard on Body Measurements for the Sizing of Apparel for Infants, Babies, Toddlers and Children," TS-4000, Division of Trade Standards, National Bureau of Standards, 1945.

There are many kinds of shirts on the market: the single- or double-breasted, the slipover or the fasten-down-the-front, and the sleeveless or the long- or short-sleeved.

The shirt with sleeves, whether long or short, will be needed for cold weather, especially in a poorly heated house. Shirts with sleeves come in several styles as shown in Fig. 7.

1. The double-breasted shirt (Fig. 7*a* or *c*) that is fastened with tapes or buttons is desirable for cold climates or for a weak baby, as it affords extra protection across the chest and abdomen where it is most needed. However, two layers of vest or shirt are not necessary for most babies, especially for those in warm climates. When buying a double-breasted shirt, see that the neckline comes up well under the chin to give the maximum protection for the chest. The fasteners, whether tapes or buttons, should be of a convenient size and should be placed where they are easily accessible for dressing and undressing a wiggling baby.

2. Another style is a shirt with a front opening fastened by buttons (Fig. 7*d*). After several washings these shirts tend to gap between the buttons, or the buttons start to pull off or break. Buttons that are too small are hard to button and keep buttoned. Tapes are recommended from the standpoint of the comfort of the baby. The objection has been raised that the tapes often knot as the shirt is being taken off. It is usually then very difficult to untie the stubborn knot since the baby does not stay still long enough for you to work on it.

3. The slipover shirts have the advantage of not having any buttons to come off or break or any ties to become knotted. The neck should be large enough to slip over the feet of the baby when dressing and undressing him (Fig. 11*a*), and yet small enough or so designed that it stays in place on the shoulders. Baby's clothing should not be put on over the head because a piece of lint or dirt might get into the baby's eyes and cause irritation or infection.

Figure 7*f* shows an adjustable neck opening with front and back shoulders overlapping. This allows the neck to become larger for dressing and yet to fit snugly later. The design of Fig. 7*e* is good, for the same reason.

Examine the shirt to be sure that there is ample room at the armhole for growth and freedom of movement. The kimono and raglan sleeves are both more desirable than the set-in sleeve. However, if the set-in sleeve has a deep armhole, it will prove satisfactory for quite some time.

4. If sleeveless shirts are desirable (Fig 7g), be sure that the neckline is large enough or flexible enough to allow the shirt to be slipped on over the feet rather than the head (Fig. 11). The neckline must then be elas-

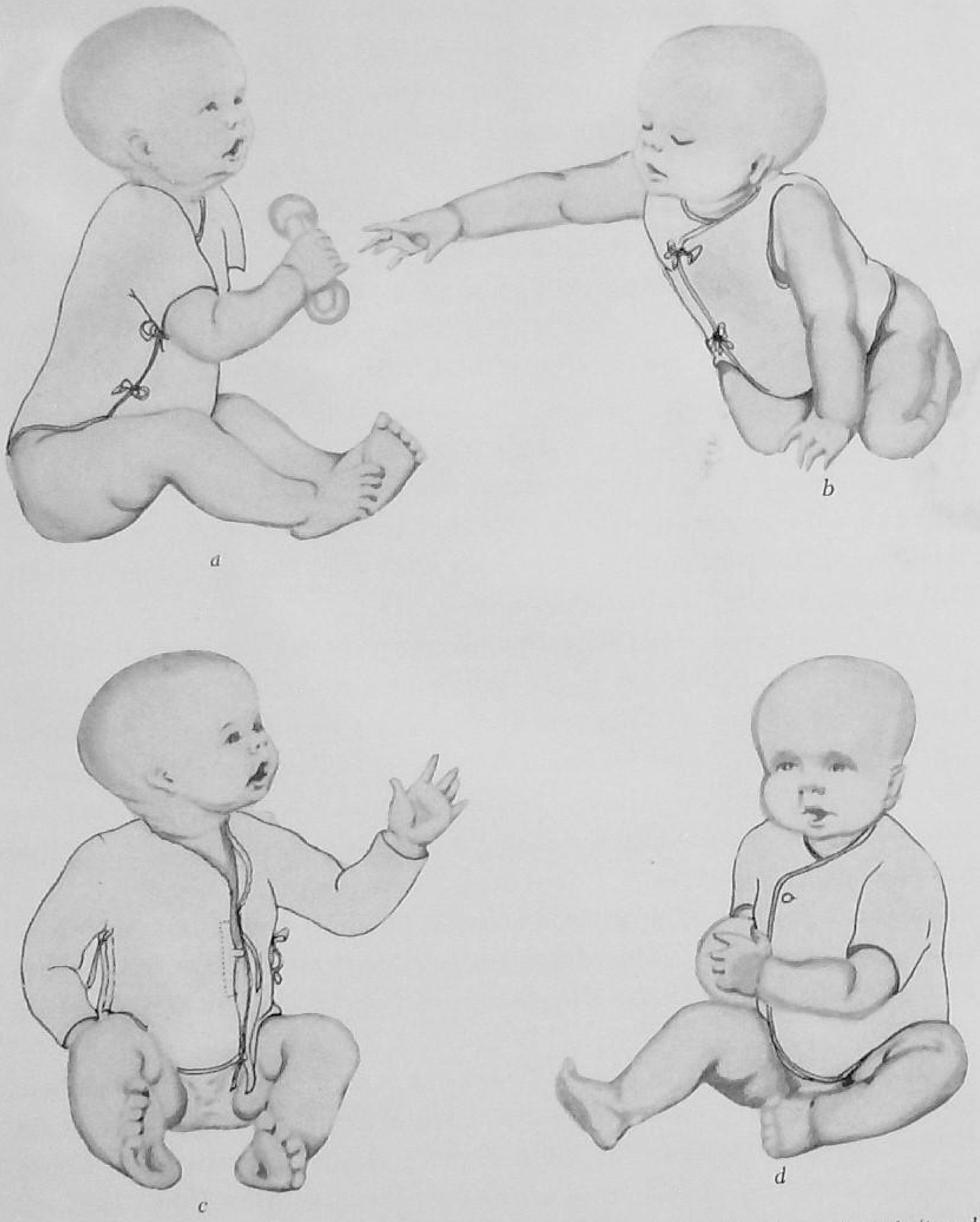

FIGURE 7. *Various styles of infants' shirts. Both knit and*

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bias-cut material afford ease in dressing and freedom of movement.

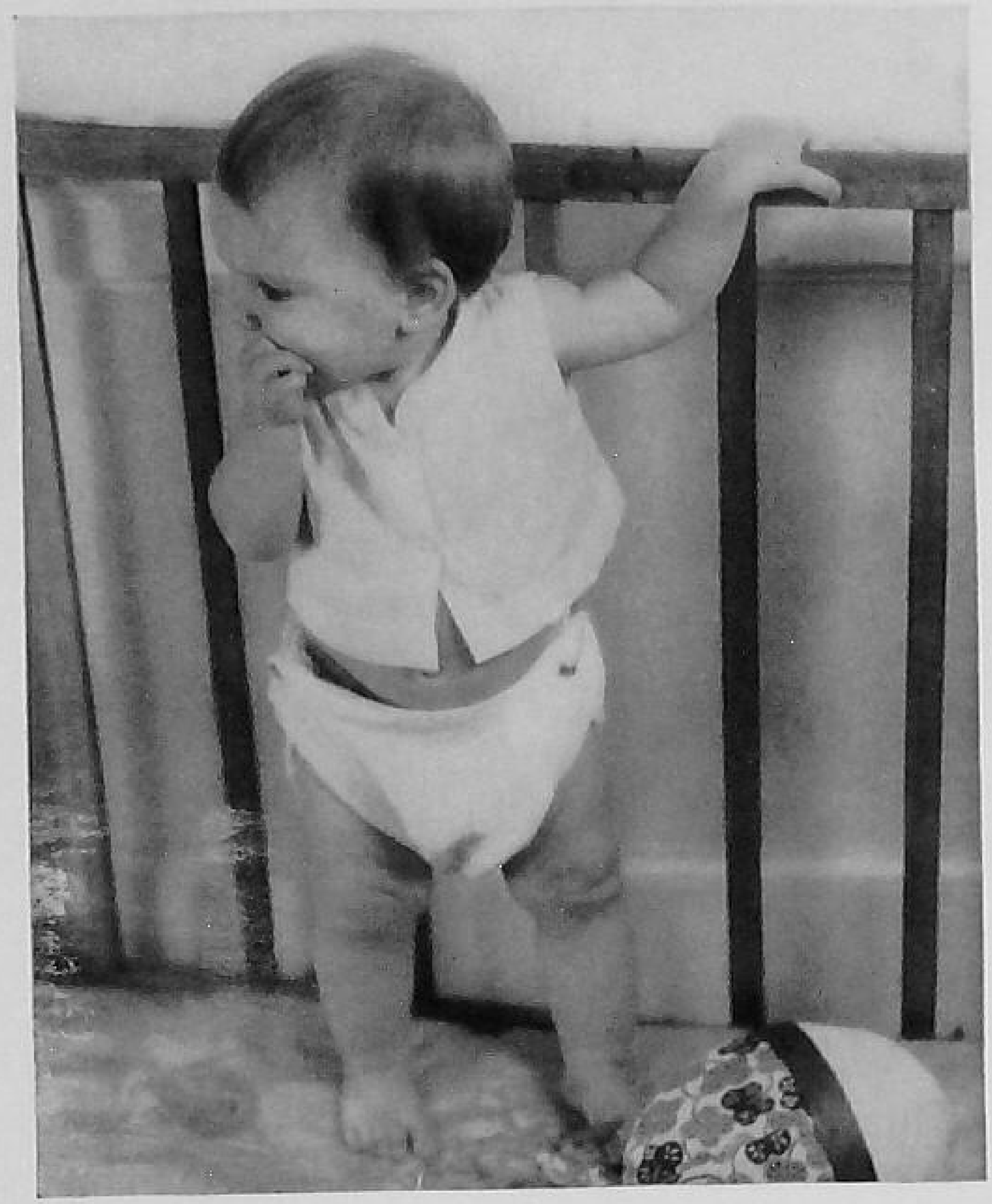

FIGURE 8. *One type of batiste diaper shirt. This much protection from mother's sticky hands is desirable on hot days.*

tic enough to fit the baby so that the straps do not slip off the shoulders. If the neck is built up in back, the straps will stay in place better.

5. In the hottest weather it is often unnecessary for the baby to wear a shirt of any type. However, there is a sleeveless batiste shirt, called a diaper shirt (Fig. 8), which is desirable for hot weather. It adds little in the way of clothing to make the baby warmer but affords protection from the mother's hot sticky hands. These shirts may be made at home for a nominal cost, especially since they can be cut from scraps left from other batiste or nainsook garments. This diaper shirt can be made from nine inches (or one quarter of a yard) of thirty-six-inch material.

A commercial baby-shirt pattern may be used, or a pattern may be cut from a ready-made shirt. Finish the neck and front opening with

either a facing or a binding since either finish gives some added strength to these edges where it is needed. Be sure the armholes are large enough so that they will not bind the baby's arms. Make a large hem at the bottom, or add a wide facing for a reinforcement to which the diaper may be pinned (that is, if you want the diaper and shirt pinned together).

If economy is desirable, shirts and vests made at home offer a saving in the layette. A good shirt pattern (Fig. 7*h*) can be found in almost any make of pattern. When selecting a pattern, keep in mind the fact that shirts having raglan sleeves can be worn for a relatively long period of time by the growing child.

Shirts made from woven material should be a little larger than those made from knitted material, for the woven material does not stretch enough to allow for movement and growth. If the shirts are cut on the bias, however, this will be partially taken care of.

Fiber Content of Shirts

Aside from the variety of styles, one can also find a variety of fiber contents in shirts. Follow the advice of your doctor as to the fiber content of the shirts you buy. Otherwise, try to decide for yourself what seems to comply with your baby's needs for comfort and your ease in laundering. Fibers used in infants' shirts are wool, cotton, rayon, linen, or mixtures of these.

The fiber content of infants' clothing, especially babies' shirts, is a moot question. The material of the garments, especially those worn next to the body, should be such that they not only keep the baby dry and well ventilated but also offer protection from heat and cold. There is real danger in keeping a baby too warm. Babies are more likely to be kept too warm than not warm enough, especially when wool garments are used.

The garments worn next to the body should be selected with regard to their conductivity of heat. They should be of a fiber that will permit the absorption of moisture and of a construction that will allow ample ventilation.

The amount of heat conducted by a garment depends very little upon the nature of the fiber in it, but a great deal upon the amount of air held in its

meshes. Still air (air not in motion) is a poor conductor of heat . . . No fiber possesses warmth as an innate property, but wool feels warmer than other fibers because it holds more air, as its wiry quality keeps it from crushing. Napped cotton has had its air spaces increased, so it is warm as long as it is "woolly," but wear and washing mat it down, and the air which acted as a non-conductor of heat is lost.[7]

From the standpoint of wearing as well as laundering, the cotton or cotton and linen mixtures are the most desirable. In houses or in climates where the temperature fluctuates, the body temperature can be kept normal by putting on extra garments when the temperature gets cooler. When the baby's surroundings become cooler, a long-sleeved outer garment in the form of a kimono or sweater can be added and then removed when the temperature rises again.

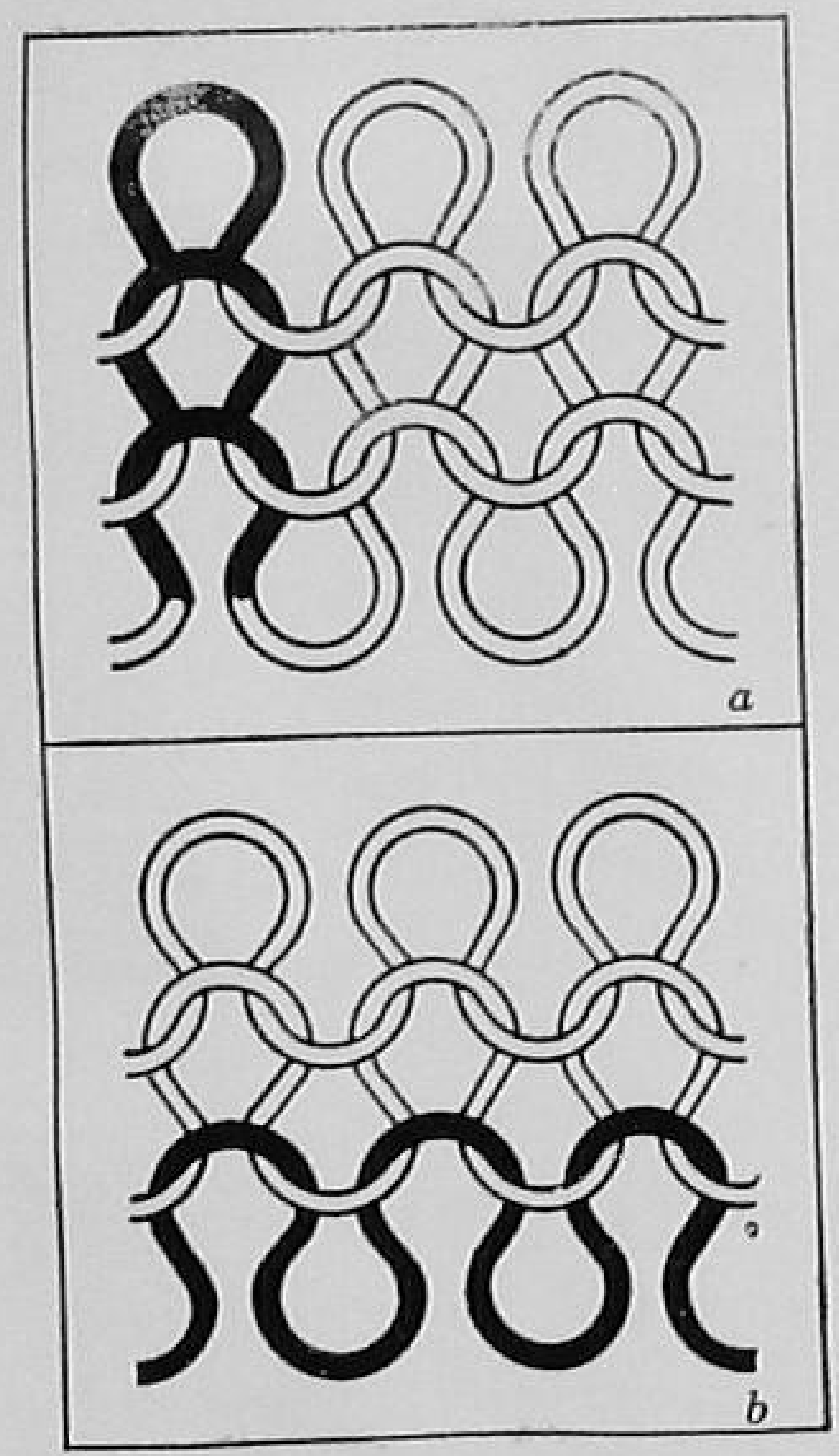

FIGURE 9. *Enlarged sketch of knitted material. The shaded line in a is known as a wale and the shaded line in* b *as a course.*

Knitted Material

Knitted material seems to have most of the desirable characteristics for infants' and children's clothing. The construction of a knitted fabric gives it pliability and stretch, which allow the garments to fit the body snugly and yet to give with the body movements. The amount of elasticity that knitted goods have depends on the gauge and the number of courses. The gauge is the number of needles per one and one half inches. The higher the number of wales (vertical ribs, Fig. 9*a*) the more stretch or elasticity the fabric will have crosswise, and the higher the number of courses (horizontal ridges, Fig. 9*b*) the greater the lengthwise stretch. The finer knits usually have the larger numbers of courses and wales per square

[7] Mary S. Woolman and Ellen B. McGowan, *Textiles*, p. 323, Macmillan, New York, 1943.

inch. The most commonly used knitted fabric for all sorts of underwear is the rib knit. This knit, which has small single ridges on both the right and wrong sides, has the most elasticity. Jersey and balbriggan are made with the flat stitch and have a smooth surface but are not as elastic as the rib knit.

Another important advantage of knitted fabrics, for underwear especially, is that they absorb perspiration quickly and permit uniform evaporation. "Knitted fabrics do not stick to the skin when they are damp. . . . A suit of underwear of nainsook (woven) feels damper and sticks to the body more than does a suit of cotton knit. A knitted fabric made of loops and loosely twisted yarns absorbs more moisture than a woven material of comparable weight. . . . Neither does one take cold so quickly from damp knitted garments, because the yarn itself absorbs more moisture than does the yarn in woven garments."[8]

Knitted garments keep the body warm in winter and cool in summer. For winter, knitted fabrics are often napped or fleeced on one side, thereby enmeshing more still air. Only a stiff breeze will disturb the enmeshed warm air.

Even though it is true that a run will result if a thread is broken, knitted fabrics are considered durable if taken care of properly. The care of knitted garments is discussed on page 389. Knitted fabrics are serviceable and practical, for they are inexpensive and easily cared for. They do not require ironing nor do they muss badly.

SLEEPING GARMENTS

Among the essential garments is the nightgown (Fig. 10). However, kimonos or wrappers are preferred by some mothers for their babies.

Three or four nightgowns or kimonos will be needed. Both garments have good and bad features which might make it more desirable to have some of each type in the layette. The modern mother prefers to use easily cared-for sleeping garments rather than dresses. In this case a minimum of six to eight would be needed.

[8] Isabel Wingate, *Textile Fabrics and Their Selection*, p. 239, Prentice-Hall, New York, 1942.

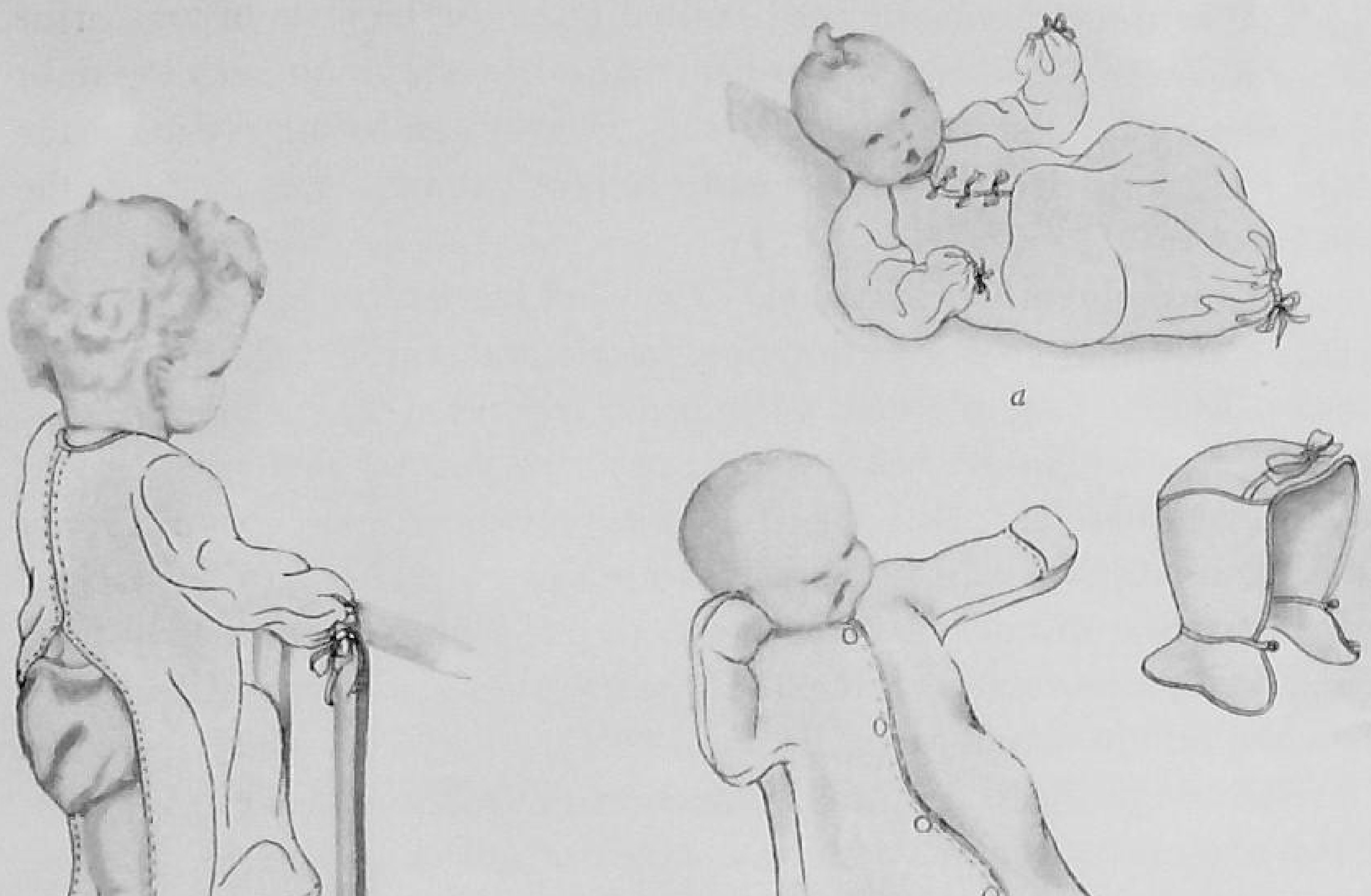

FIGURE 10. *Nightgowns designed to keep baby warm and protected. Design c if made of a warm material would also make a good bunting. Design d is the envelope-style sleeping bag designed by the U. S. Bureau of Human Nutrition and Home Economics. Buntings made by this same pattern would be easy to wash and would dry more quickly than many styles.*

The nightgown is practically a misnomer since the modern baby often wears it day and night for the first months of its life. Dresses are put on the baby only for "extra special" occasions. If the gown is preferred to the kimono or wrapper, it may be made or purchased in varying styles and materials. The most popular style at the present seems to be the long length, cotton-knit nightgown (Fig. 10*a*). This is especially good for a cold climate since it is long enough to have a drawstring run through the bottom hem so that the baby's feet are protected at all times. The feet must never be restricted, so care must be taken that the gown is long enough and wide enough to permit freedom of movement. Another style which affords protection for the feet is the envelope style (Fig. 10*c* and *d*).

There is a distinct disadvantage to this style of garment. When the baby becomes wet during the night, it means that all of his clothing must be changed unless a water-repellent pad is used between the diaper and the gown. If the added protection of the long gown is not needed, a short gown is more practical for the above reason. The kimono or wrapper, which can be worn with the opening either in the front or back, is also advantageous. When the baby is placed on his back, an open-down-the-back kimono (similar to the gown in Fig. 10*b*) can be pulled away from under him, thereby keeping it dry a greater part of the time. Another feature of this style is the ease with which the baby can be dressed. His body can be put into this type of garment with little pulling or turning. Garments which do not open to the hem should be put on over the feet (Fig. 11*a*).

Sometimes the sleeves, too, are long enough for a drawstring or for a turn-back flap, thereby keeping the hands as well as the feet covered. This is even more practical since the hands never seem to stay under the covers during sleep. Keeping the hands covered during sleep also has a tendency to discourage thumb sucking.

Kimonos or wrappers are loose garments made like the sacque but extending the full length of the baby. They are often fastened with one fastener at the top but may be held together all the way down the front with either tape ties, small snaps which can be purchased by the yard, or buttons about three eighths of an inch in diameter. It is not a good idea to tie the garment together with a drawstring or ribbon bow under the

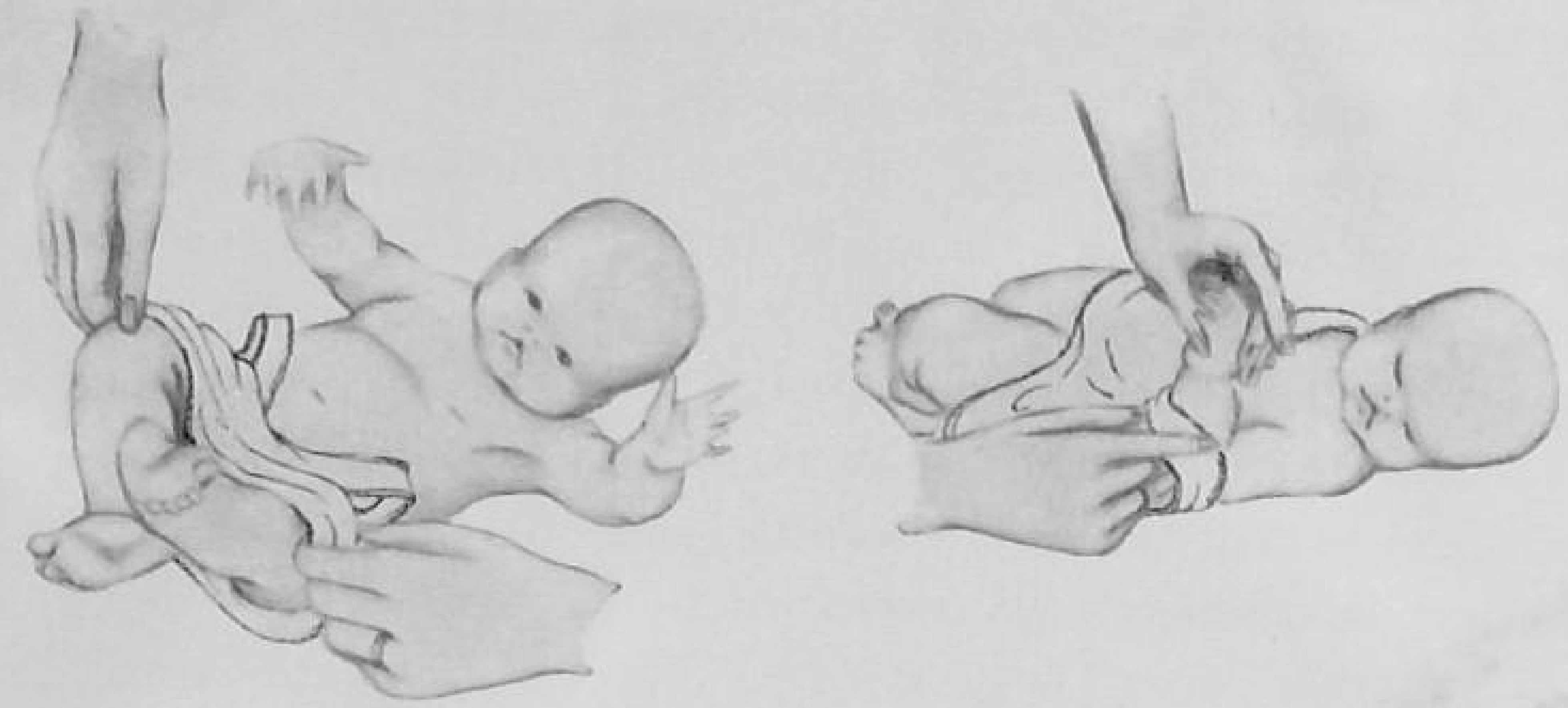

FIGURE 11*a*. *Slipover garments are put on over the feet.*

chin, for the baby may get the ends in his mouth, or they might get too tight around the neck and choke him. · Too, the drooling of the baby will keep the bow wet and may make it difficult to untie the ribbon when taking off the kimono. It is important for the infant's comfort that no fastenings be large enough to cause lumps which can bruise or irritate the skin when the baby lies on them.

If good judgment is used when sleeping garments are planned for the layette, they often can be used throughout the baby's first year. When born, the baby is about twenty inches long and will grow approximately eight or nine inches the first year. Gowns made long enough, approximately twenty-eight to thirty inches with either raglan or kimono sleeves, will accommodate this growth. A drawstring in the bottom can be used at first, but it will have to be discarded as the baby grows larger.

When warmth is needed, the gown, kimono, or wrapper may be made from such materials as outing flannel, flannelette, or stockinette, all of which are soft, pliable, and absorptive. When only a little protection is needed, they may be made from any thin, soft, pliable material, such as batiste, nainsook, lawn, or a thin cotton crepe or seersucker. The thin cotton crepe and seersucker are both excellent for this garment because they do not show wrinkles, are cool, and yet heavy enough to require no additional undergarments. In very hot weather, neither a nightgown nor a kimono is needed.

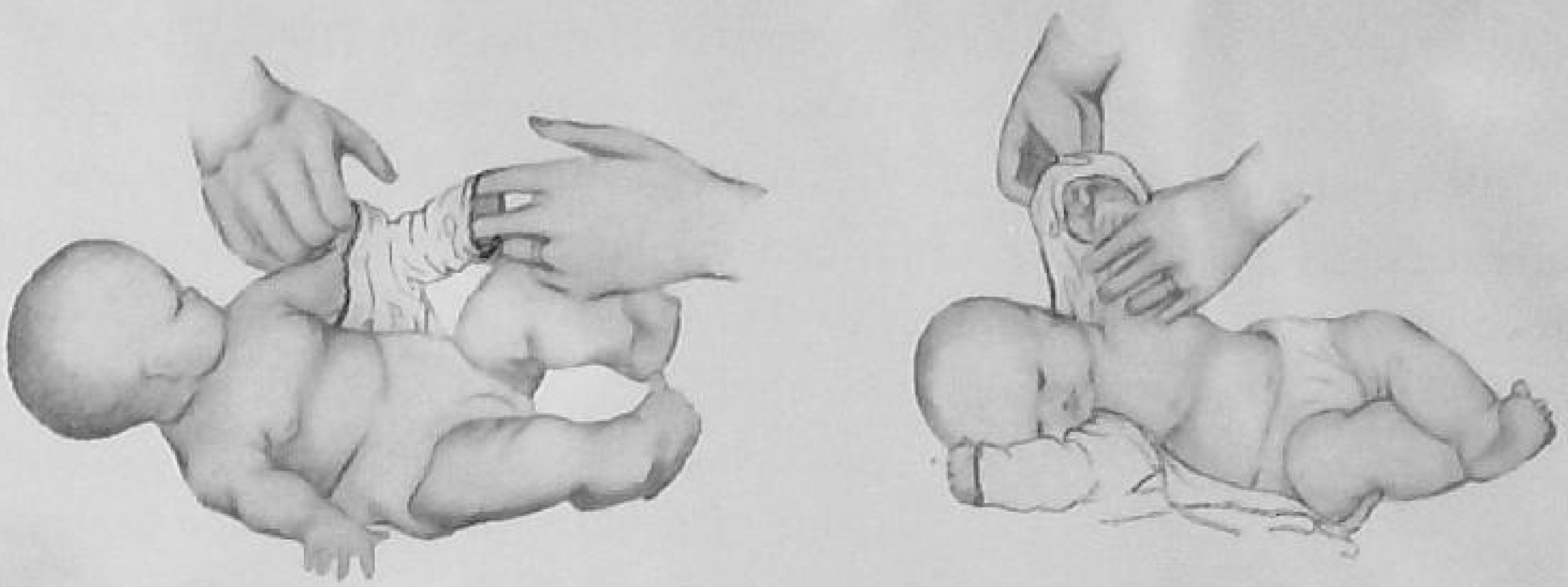

Figure 11*b*. *Ease one arm at a time into the garment that opens down the front.*

A row of featherstitching or some other simple decoration may be used to hold in hems. Any decoration used must wash and iron easily and should not be rough or irritating to the child. Some suggested decorative finishes are shown on pages 376 and 377.

Garments for Extra Warmth

In moderate climates or in changeable weather, such as fall or spring, it is usually better to dress the baby lightly, having extra garments available for sudden changes in temperature. Some suggested garments are sweaters, sacques, buntings, and blankets. Dress the baby according to the temperature at the time rather than the season of the year.

Warmth is secured by the layers of air held near the body. Some weight is required, but two lightweight garments will be warmer than one heavy garment. Knitted fabrics are constructed to permit layers of air to be held within the yarn, thereby keeping the body warm However, a loose knit or weave is poor on a cold windy day, for it permits these warm layers of air to be wafted away.

SWEATERS AND SACQUES

Layettes may include sacques or sweaters or both. It is well to provide the baby with at least two soft lightweight wraps which can be easily

slipped on and off. They serve as an extra wrap for either indoors or outdoors and can be removed or put on easily as the temperature indicates.

The sacque (Figs. 12 and 13) is a loosely fitted short garment which opens down the front and which can easily be slipped onto a wiggling baby when extra warmth is needed. The sleeve is usually large and loose, often merely an extension of the shoulderline. Sacques are knitted or crocheted of lightweight woolen yarns or made of lightweight fabrics, such as challis, flannel, wool jersey, cotton flannel, or brushed rayon.

FIGURE 12. *Quilted sacques are excellent for warmth.*

According to retail prices, as little as 30 cents or as much as $9 can be invested in a sacque. A handmade, hand-embroidered sacque of pure-dye silk may cost even more. Layette sweaters made at home are usually less expensive than those on the market.

Sacques can be designed to open down the front or side front. Sweaters can open in the same places or be slipped on. If a slipover sweater is desired, the best design is one that opens over one or both shoulders to permit ease in putting on. For the layette, however, the sweater that opens all the way down the front or back is considered the best. Reserve the others for the older child, for it is a good rule to have nothing in the infant's wardrobe which must be put on over his head.

Sweaters or baby blankets should not be made from or trimmed with fuzzy yarn, such as Angora, because it is not good for the baby to breathe this fuzz. Keep this in mind, too, when tempted to buy fur-trimmed hoods and buntings.

Sweaters, as well as all other items in the layette, must be designed to allow ample room for growth. Raglan sleeves are good. If set-in sleeves are used, the armholes must be large so that they will not bind and will be easy to slip over the garments to be worn underneath. Because other

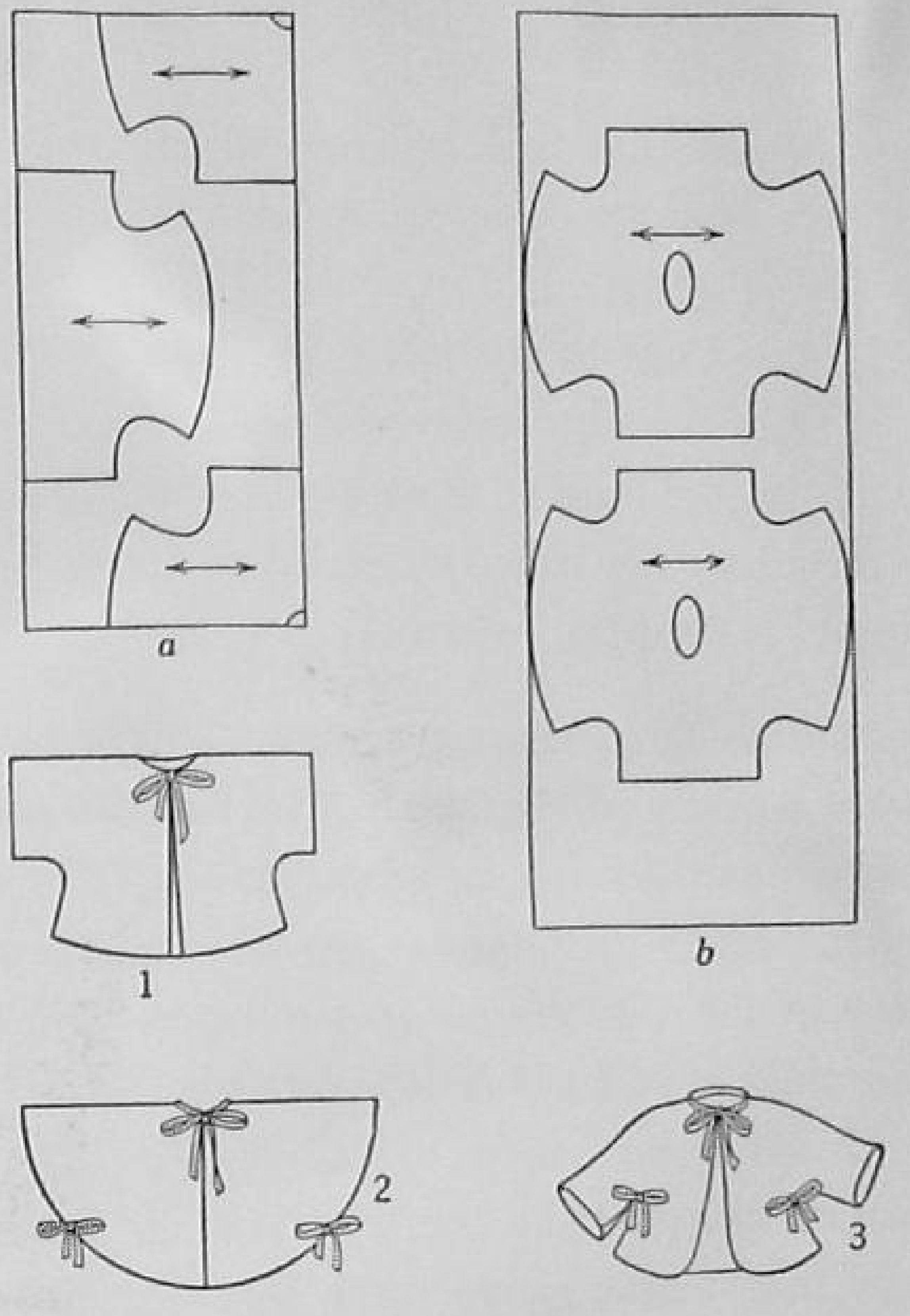

FIGURE 13. *The diagrams above show methods of placing the pattern for sacque 1. Diagram a shows how the sacque can be cut from a half yard of thirty-six-inch material. As illustrated in b, two sacques can be cut from twenty-three inches of fifty-four-inch material.*

garments are usually worn under a sweater, it must be large enough to accommodate them.

Trimming, if used, must be kept simple and flat. Edge finishes, such as in Figs. 4 and 5, Chap. 9, are good. Rosettes, ribbon bows, and ornate trimmings are not for the tiny baby. A lightweight, dressy sacque, trimmed with lace, is shown in Fig. 16.

If one can crochet or knit she will find simple directions for making sacques in various crochet or knitting books. Quilted sacques, as in Fig. 12, are desirable because they are made of cotton or other padding held between two layers of material, thus giving additional warmth.

A bunting is an envelope type of wrap which covers the hands and feet as well as the body of the infant. A hood or head covering may or may not be attached (Fig. 14).

Buntings are convenient to use when the baby is taken out of doors in cold weather. They can also serve as sleeping bags to be used out of doors or in a poorly heated house. Buntings insure adequate warmth and protection since they keep the baby covered at all times.

Buntings should possess the following characteristics:

1. They should be large enough (length, width, and thickness) to permit unhampered activity of the baby. The size too should be such as will accommodate growth but not so large that the baby could slip down inside and smother. Since the bunting can be used for only a comparatively short period of time, it should be purchased to accommodate the present size of the child as well as his prospective growth during the period it will be used. It would be unwise to include a bunting in the original layette of a summer baby, for, by the time it is cold enough to use the bunting, the child might have grown more than was anticipated. Many buntings have been outgrown before they were needed because they were chosen unwisely.

2. The front openings must be long enough to permit the baby to be slipped into the garment with ease and must then fasten in place in such a way that full protection is afforded. One of the best types of buntings for the very young infant is a blanket, a yard or more square, with one corner lined with a soft fabric for a hood (Fig. 14*a*). Such a wrap is easy to get the baby into without too much handling and is easily washed and quickly dried. As the baby gets older, the other types of buntings should be used, for the blanket-type bunting would not give adequate protection to an active baby.

Style *b*, Fig. 14, will stay together better and afford more protection than style *a*. It cannot be unbuttoned and opened out flat for quick drying after laundering, however.

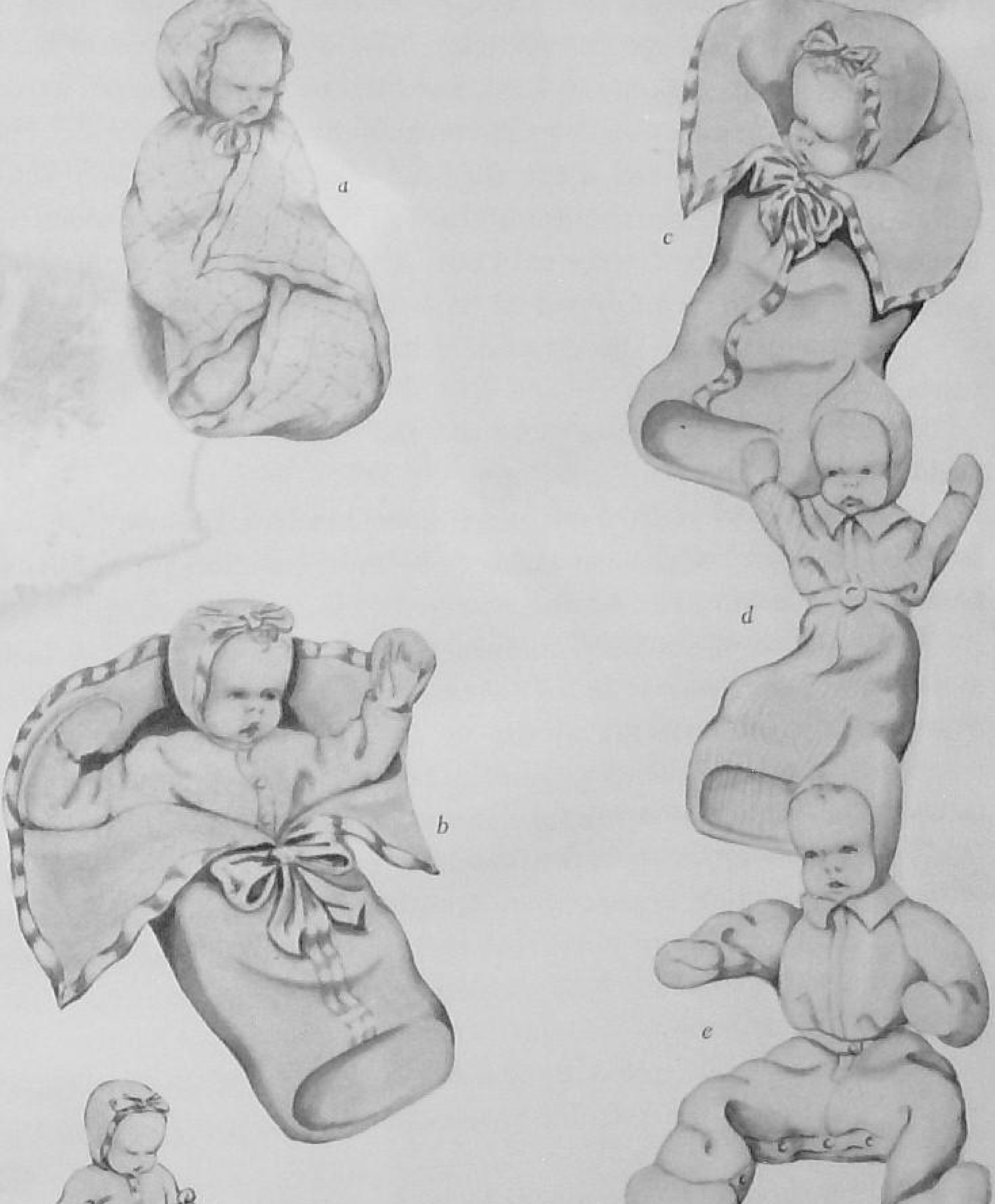

FIGURE 14. *Buntings ranging from styles suitable for the newborn baby* (a) *to the time when a snowsuit is more desirable* (e).

Styles *b* and *c* in Fig. 14 show one of the more complicated styles of buntings that has good and bad features. The separate jacket and hood top permit more freedom of the arms, but the two separate pieces would be more likely to separate and expose the baby than would style *d*. The shape of the bunting as well as the satin ribbon trim would make it difficult to launder. The insets at the bottom of *b*, *c*, and *d* allow room for foot freedom. Styles *b*, *d*, and *e* each have a slit in front of mitten which permits the hands to be uncovered when desired.

Styles *c* and *d* have the detachable hood which might permit exposure if care is not taken.

Styles *d* and *e* permit more protection and freedom of movement but would be hard to launder.

Style *e* is for an older baby and is more nearly a snowsuit than a bunting. This type of garment seems to be most practical for the baby from about six months until he no longer needs this type of garment.

The consensus of mothers' opinions seems to be that buntings such as *b*, *c*, and *d* are not worth the necessary outlay of money—they are among the luxury items in the layette.

For the most economical purchasing of buntings style *a* or *b* is suggested for the infant and style *e* for about six months and older.

3. Regardless of the style, they should be made of a lightweight wool or wool mixture, such as eiderdown flannel or lightweight blanket material. It must be kept in mind that nothing should be used around a baby that is not washable. Fuzzy material, such as Angora or fur trimmings, should not be used.

4. A lining of silk, cotton, or rayon material will add another thickness for warmth and will keep the wool material from being next to the baby's skin.

5. There should be no seams or bulky fastenings for the baby to lie on. All necessary joinings should be made with flat stitched seams, placed to the side of the garment.

6. The hood and the lower part should be joined in such a way that they give protection from the cold and still are not bulky for the baby to sleep on. When the bunting is designed with a separate hood, be sure that the overlap gives protection but does not make a heavy ridge.

Commercially made buntings vary in price from about $4 to $15, depending on the material and the workmanship.

Buntings similar to styles *b*, *c*, or *d*, in Fig. 14 require approximately one and one half yards of fifty-four-inch material. The greatest advantage in making a bunting is that it can be made ample in size. Many of the cheaper ready-made buntings are very skimpy.

BLANKETS

Blankets of varying sizes and weights should be included in the layette. For most indoor needs, receiving blankets or outing flannel squares about a yard square are adequate. There are so many uses for this type of blanket that several should be included in the layette. Some mothers say that at least six of these squares should be included in the layette, and others say at least twelve. The edges of these squares should have a flat and smooth finish. Either a flat crocheted edge or a blanket stitch over a double row of machine stitching is a desirable finish.

These cotton squares will have to be supplemented with lightweight wool blankets. These warmer blankets are essential for ease and convenience in keeping the baby warm. It is much simpler to wrap a blanket around the baby when he is taken out on a cold day than it is to bother with coats and hoods or even with buntings. The blanket can in this way serve a two-fold purpose, as a wrap and as a cover.

Experiments have shown that several thicknesses of a thin material are warmer than one of a heavy material. Keep this in mind when tempted to get a heavy thick blanket.

HOODS, CAPS, OR BONNETS

It may be necessary to put a hood on the baby's head for added protection under the blanket or under the attached hood of a bunting. When the bunting is designed so that it is adaptable to growth, the attached hood often does not fit the infant snugly enough to afford full protection during cold weather. The head and especially the ears must be protected from sudden changes in temperature.

Winter hoods or caps are for warmth. The material used may be all wool or a mixture of wool with rayon or silk, silk alone, or spun rayon. If the wool cap proves irritating, an inner hood or cap of silk or cotton can be used as a lining. Another solution would be to use a separate hood of another material under the wool one. In either case, this inner cap should be removed and washed frequently. The hood may also be knitted or crocheted to form an ensemble with the sacque or sweater. Knitted and crocheted hoods should be lined since loosely constructed materials are not adequate protection from the wind.

In warm weather a hood or bonnet should afford protection from the sun's rays. In this case, a bonnet which will protect the eyes as well as the head is desirable. A summer bonnet may be made from a lightweight cotton, a rayon, or a silk material. Since it is important that all clothing used on the baby be kept scrupulously clean, a design that will be easy to launder should be selected. Figure 2, Chap. 10, shows a simple pattern for a bonnet. This style can also be adapted for a girl as she becomes older.

Additional Garments for the Layette

Most mothers want to go beyond the minimum layette or the necessities for the baby and make or buy such items as dresses, gertrudes, stockings or socks, bibs, bootees, carriage robes, and numerous novelties. For one who is conserving on the layette, it is suggested that, instead of putting money into these additional garments, the money be spent on a bathinette, a play pen, or some of the other larger items which make it easier for the mother to care for the baby. On page 154 the approximate cost of a minimum layette is compared with the cost of a desirable layette.

DRESSES

Most mothers seem to want some dresses for their baby, though it means more handling of the baby in dressing and more care in laundering. The number to be included would depend entirely on the wishes of

the mother since none is absolutely necessary as far as the needs of the baby are concerned. The number might be governed to some extent by the laundry facilities and the family social standing. When you are tempted to purchase several dresses it is well to remember that these are among the usual items given to the new baby as gifts, so be careful not to overstock. There are some occasions, however, when a baby must be dressed up. At such times, dainty fancy dresses are usually desired. For example, the dress in Fig. 15 is lovely for a baby's christening dress. A shorter dress is more popular, for it is more comfortable and easier to take care of. By short dresses is meant those about fifteen inches long.

A search of the stores and mail order catalogues showed that the cost of infants' dresses ranged from $1.98 to $15. The cost varies with the kind and quality of material as well as with the quality of the handwork found on the dress. If you want to conserve, you can make the dresses at home at very little cost. They are fun to make, for they are so tiny and most of the work is done by hand.

Materials suitable for dresses should be soft and easy to launder. When it is possible, fabrics should be chosen so that slips or gertrudes are not necessary. Batiste and nainsook are the usual ones which come to mind when infants dresses are mentioned. Two other appropriate fabrics which are rapidly gaining in favor are a fine-quality seersucker and fine cotton crepe. These must be made from fine staple cotton since the coarse quality is too often harsh and stiff. The crepe and the seersucker will not muss as easily as some of the other dress materials. They need only slight pressing after laundering, probably just around the sleeves and collars. Other materials sometimes used are lawn, muslin, voile, dimity, soft organdy, dotted swiss, handkerchief linen, or silk or rayon crepe.

White is traditional, but pastels have crept into the modern layette. When colors are used, the dainty delicate shades of pink, yellow, and blue are appropriate for the new baby. As he grows older, slightly deeper shades of rose, aqua, yellow, and lavender may make his wardrobe more interesting.

FIGURE 15. *Long organdy christening robe, exquisitely embroidered, is used only for special occasions. In some families it is handed down from one generation to the next.* BONWIT TELLER.

Dresses and slips, if used, are hung from the shoulder and should be loose to allow freedom. Complete back or front openings are especially convenient for the early months. When a placket is used, it must be long enough to allow ease in dressing. The bottom of the sleeve should never be gathered into a tight band or binding as is done with puffed sleeves. This band is likely to slide up on the arm and restrict circulation. Baby's arms are usually fat, and the band may prove to be tighter than intended. Even though the tightness of the band might not be harmful, it could prove annoying to the baby.

There is more ease and speed in dressing the baby if buttons are few in number, large enough to handle easily, and placed so that they are easily accessible. The tiny buttons usually put on infants' wear are attractive but hard to button and unbutton on any active baby. For example, a tiny button up under a fat chin is sometimes hard to get fastened and even harder to unfasten since the dress is often wet at that point from droolings. For ease in fastening, a front side opening is more desirable than a center front opening. When buttons are used, worked buttonholes are more satisfactory than thread loops.

In order that the dress may be used for a longer period of time, the following suggestions are offered.

Use a size one instead of the infant's size, and lay the excess fullness across the shoulders into tiny vertical tucks. If the tucks are made as narrow as possible with tiny hand stitches and of graduated lengths, they form interesting trimming. As the need arises, these tucks can be let out to give extra width through the shoulders.

Horizontal tucks of graduated sizes in the skirt will also serve as a trim and yet will allow for lengthening. These tucks, too, should be put in by hand. A double hem will also give needed length.

French seams should be used in making these dainty dresses. A French seam is a seam within a seam and therefore gives the strength needed for the many washings required for baby clothes, and it also covers any raw edges which might prove irritating to the baby's skin. Both rows of stitching may be done by hand with tiny running stitches, or the first row of stitching can be done on the machine using size 90 to 100 thread,

a small needle, and small stitches. This one row of machine stitching, if done with fine thread, does not make the seam stiff and helps keep it from pulling out after several washings. On fine materials like batiste, a finished French seam should be about an eighth of an inch wide.

No trimming should be used that might injure the baby or that will make the dress hard to launder. Ribbon bows which can be chewed or picked off and swallowed are bad. Nothing that will scratch or irritate the skin, such as rosettes or rough lace or tatting around the neck, should be used. Trimmings should be flat so that they can be easily washed and ironed. It is not only better design for trimming to follow construction lines but it also tends to strengthen the garment. Small tucks to remove excess fullness at the shoulder, hemstitching, catchstitching the hem in place, and other similar adornments are considered in good taste. Other suitable ways of trimming dresses, gertrudes, sacques, and kimonos are illustrated in Figs. 4 and 5, Chap. 9. Decorative stitches should be dainty in size. If embroidery thread in contrasting colors is used, it should be dainty and delicate.

Gertrudes or slips were invented by a doctor to take the place of the flannel petticoat. He named the garment after his daughter Gertrude. Originally they were knitted garments, but now they may be made of muslin, batiste, or nainsook.[9]

In the wardrobe of the modern baby, the gertrude or slip is not considered a necessity. In fact, it is often disregarded entirely. However, if it is included in the layette for special dress-up occasions, it should be simple.

The style that opens on only one shoulder is preferred to the one which buttons on both. The fewer fasteners that there are on the clothing the easier it is to dress and undress the baby. The buttons, both for ease in handling and in keeping buttoned, should be about three eighths of an inch in diameter. The neck opening should be large enough to slip the garment on and off easily but must not be cut so wide that the straps will slip off the shoulders.

If made at home, gertrudes should be approximately twenty-three inches for the long style, fourteen inches for the short style, and forty

[9] Earnshaw Knitting Mills, "Baby's Outfit," p. 9.

inches in width across the bottom to allow for kicking. The long gertrudes tend to restrict the activity of the feet and legs.

FOOTWEAR

The wearing of stockings is governed by the temperature of the surroundings. Most babies keep so active that their feet and legs are warm without stockings, and they are more comfortable barelegged. One must be guided by the temperature of the surroundings and the condition of the baby. Occasionally, when a baby is taken outside in cold weather or when the house is not well heated, stockings are needed for additional warmth. If the baby is not well, he may need the added protection of stockings.

With the older baby who has learned to crawl, stockings tend to protect the knees and legs. If stockings are used at all, they should always be changed when wet. One mother does not let her baby wear stockings for "that," she said, "was just another garment that had to be changed along with the diaper."

There are different styles of stockings on the market. There are stockings that are straight across the top and there are those that are shaped at the top to form a tab. The latter were designed to keep the stocking from bunching behind the baby's knee. Another feature which is found in babies' stockings or socks is the squared toe (Fig. 16). It is preferable to the tapered toe because it eliminates the danger of crowding the toes or of starting any kind of foot trouble. The infant's foot is very pliable and even an ill-fitting sock can start trouble. In buying stockings there should be plenty of room allowed, for those that are too short will cramp the foot. The stockings should always be purchased at least three quarters of an inch longer than the baby's foot. Since a baby grows so fast, only a few stockings should be on hand at a time to be replaced as soon as they are outgrown.

Cotton lisle socks or stockings are the most desirable kind to purchase from the standpoint of the child's needs as well as the ease in caring for them. There may be times when wool or part-wool stockings are

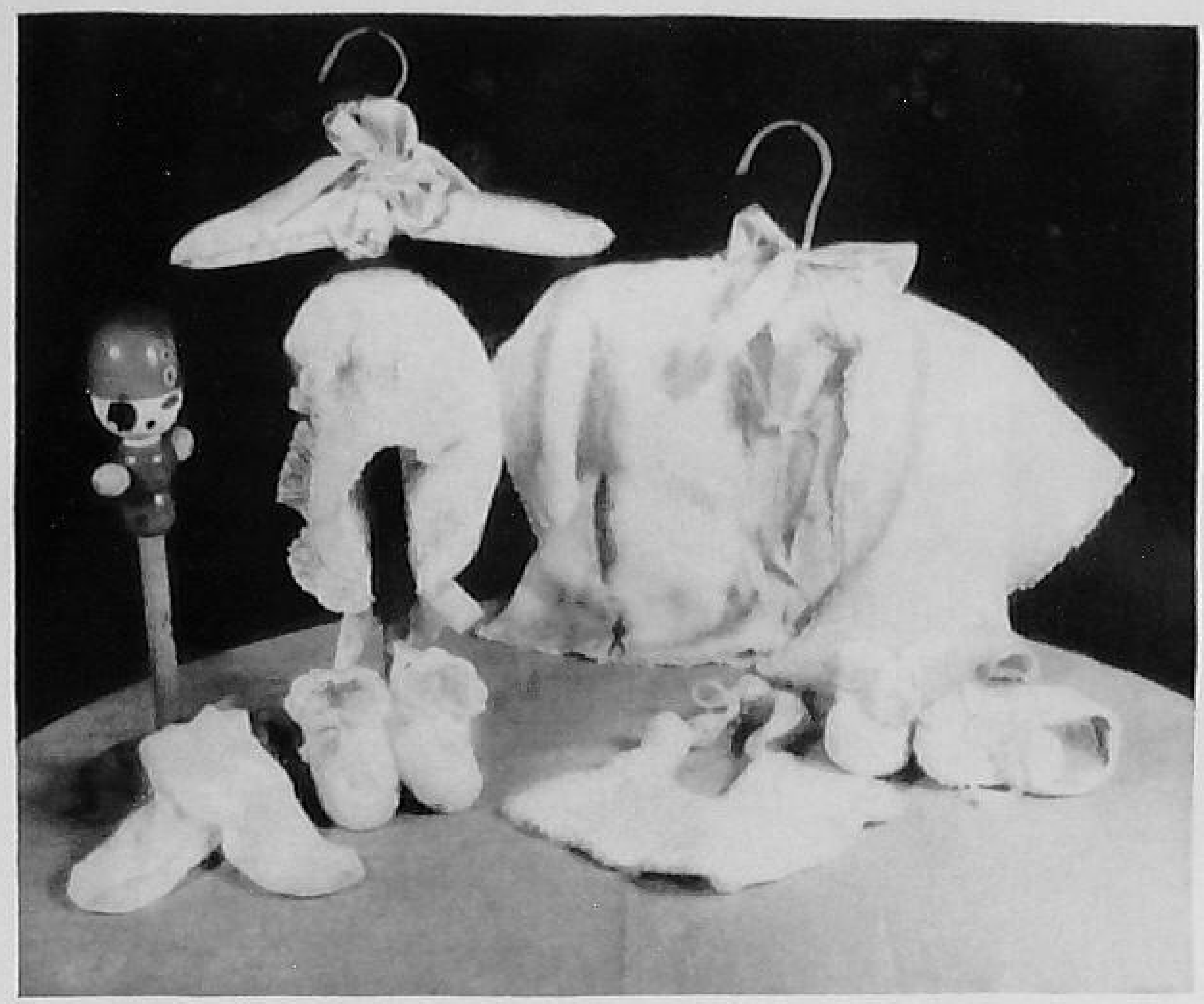

FIGURE 16. *Suitable accessories for the infant. Notice the square-toed socks and the closely crocheted bib. Bootees and shoes should be worn only on special occasions.* BAILES STUDIO.

desirable, but this is not likely unless the baby is sick. In this case the doctor will recommend the use of wool if he feels it necessary.

For the tiny baby, natural color or white stockings are usually desirable. However, when a special occasion demands it, delicate pink or blue socks may be worn.

Bootees that are knitted, crocheted, or made of fine woolen material are not advised unless they are needed for extra warmth. The bootee is likely to cause the foot to perspire as well as to restrict the movements of the toes. Baby's feet and legs should be left free to get as much exercise as possible by kicking and wiggling the toes. It is usually bad to depend on bootees for warmth, for they are too easily kicked off, thus leaving the foot exposed. If the baby is to wear bootees, however, they must be lightweight and soft and not the least bit tight. The crocheted variety shown in Fig. 16 are good. Figure 16 also shows a simulated kid pair that are soft and flexible.

Shoes are not needed until the baby begins to crawl, stand, and walk; therefore, they will be discussed in a later chapter.

BIBS

Bibs are used to protect the baby's clothing from moisture and soil. When teething starts, it is sometimes desirable to protect the neck and chest from the dampness of droolings. As soon as food is given from a spoon or cup a bib becomes a necessity. Since bibs are utilitarian, they should be kept plain and simple.

Any absorbent material might be used, such as cotton outing flannel or several layers of cheesecloth or gauze. Since terry cloth is quite absorbent, bibs could be made from the good portion of worn-out turkish towels. If made from terry cloth, they can be rinsed out and used without ironing. Bibs may be merely an oblong piece of cloth, slightly shaped at one end, with attached tapes. If a pretty bib is desired, this absorbent or protective material can be hidden with an embroidered batiste covering.

CARRIAGE ROBES

There are all sorts of attractive carriage robes. Some are hand woven, crocheted, or knitted of soft yarns; some are silk or rayon comforters filled with cotton, wool, or down batting; and others are made of regulation blanket materials. None of these should be of a type that will require dry cleaning. Before purchasing, ask yourself the question, "How will the robe look after laundering?" Some lovely coverings lose all their beauty in the first washing. Beauty can be combined with utility if care is exercised in the selection.

Buying Ready-Made or Making at Home

What articles are essential, and how much should be spent for them? What items are best made at home, and which should be purchased?

These are problems that all expectant mothers face when starting to assemble a layette.

It might seem that the simplest solution would be to follow a department store's list or buy one of the many prepared layettes on the market. Both of these solutions would be a mistake, however, for the thoughtful understanding mother. Many women spend much money needlessly because they have no idea of the needs of a young baby. The assembled layettes are by no means "bargain bundles." Mothers who have recently purchased them point out that these layettes include needless articles. The only saving in buying a prepared layette is in the time that would be consumed in buying each item separately. If you compare the price of one of these layettes with the cost of each individual item totaled, you will usually find that the cost is approximately the same. The biggest disadvantage in buying a prepared layette is that all the items may not be the kind or quality that you would pick or need. Moreover, many prepared layettes contain toilet articles which may not be the kind your doctor would advise. Therefore, the wisest shopper will prepare a list of essentials for the baby, and then set about buying these individually.

If a mother's budget is limited but her time is not, the age-old question arises as to whether it would be better to buy the items ready-made or to make them at home. When deciding this question, consider, first, the money saved in regard to the time required for making; second, the quality of material in each item; and, third, the desirability of the construction and the design.

In regard to the money saved, a comparison of outing-flannel diapers in a mail order catalogue showed that the cost was practically the same whether they were bought already hemmed or whether the material was bought by the yard and hemmed at home. Even though one might save a few cents per diaper by making them from outing flannel, other materials in ready-made diapers might be much superior, and it would be worth the difference in price to get the type which had the most desirable qualities.

There seems to be a greater saving in making the items not found on the "necessary" list, such as dresses and slips. The price range of ready-

made batiste dresses is about 68 cents to $15. The variation is due to differences in the quality of batiste and the handwork on the garment. A dress made at home would usually be less expensive, but the handwork, perhaps, would not be quite as dainty as on the better ready-made ones.

The Baby's Bed

For the first few weeks the baby's bed could well be a clean, new, oblong laundry basket with end handles. These baskets are about thirty-two to thirty-four inches long and will accommodate most babies for about three months. The regular bassinet which also has handles and usually has a separate stand is about the same length and width but is usually much more expensive.

The sides of either the basket or the regular bassinet should be padded with cotton. Quilted cotton padding is best to fasten around the sides and can then be covered with fine gathered silk, rayon, or cotton for a decorative touch. This covering should be so made that it can be easily removed for washing and replacing.

A firm mattress is essential, for it will give the baby the support he needs. Some bassinets come equipped with a little mattress with a water-repellent cover, but an old blanket folded to fit into the bottom of the basket will make a good mattress. Never use a feather pillow, for it is too soft. Whether you have a makeshift mattress or a regular one, it can be slipped into a pillowcase which will serve as a lower sheet and will be easy to keep smooth and tucked in.

On this sheet place a piece of water-repellent cloth or rubber sheeting. Rectangles of outing flannel which have been treated to be water-repellent on one side are very satisfactory for this use. The outing-flannel side is soft and warm next to the baby and eliminates the necessity of an extra cotton pad. If regular rubberized sheeting is used, place a cotton pad over it, and fasten them together with tie tapes.

Several water-repellent pads about 18 by 24 or 12 by 16 inches are useful in the care of the infant. They can serve as lap protectors when the baby is being bathed or fed; they can be slipped into the bunting when

the baby is taken for an outing; and they can be placed between the diaper and gown to avoid the use of rubber panties.

An upper sheet is not needed in a bassinet, for the baby should be dressed comfortably for sleep, then wrapped loosely in a flannelette square or lightweight blanket, and placed in bed. At night or when the weather is colder, another blanket or wool shawl can be tucked into place around him. Be careful not to use too much cover, or the baby will get too warm. A cover that is too heavy or a cover wrapped too tightly will restrict the baby's movements.

Later, when the baby is sleeping in a crib, the covers must not be tucked down too tightly, for there is danger of injuring his feet. Before pulling up the top sheet, roll up newspapers or magazines, cover them with a towel, and place them at the foot of the crib. Use this or any other such arrangement to keep the covers from pressing down on the tender feet. (The cartilage in the feet does not calcify completely for seventeen to twenty years.)

Do not use a pillow under the baby's head.

It is often a problem to keep the child adequately covered throughout the night.

Sleeping bags or covers, which are fastened down to the bed on all four sides with only an opening or slit for the head, serve this purpose. Either of these keeps the baby covered at all times regardless of the amount of kicking he might do.

The question whether this sort of device should be used for all babies was answered by one pediatrician in the following way: "Each child should be treated as an individual. For a complacent child who does not mind being restrained or who is not restless, a sleeping bag or held-down cover is a good way to assure that he will stay covered all night. A baby with this temperament will be perfectly content to sleep covered in this way. However, another child who does not like to be restrained should not be forced to sleep under covers of this type."

No arrangement should be used in which there is a possibility of the baby slipping down under the covers and becoming smothered.

In order to maintain a standard of comfort and cleanliness the following items are necessary for a bed:

A basket or crib.

A mattress or suitable makeshift mattress.

Three or four small sheets or twenty-two-inch pillowcases to serve as sheets.

Three or four water-repellent sheets large enough to protect the mattress.

Four to six flannelette squares approximately a yard square.

One or two part-wool blankets or shawls.

The smaller number is considered the very minimum, and the higher is more desirable. The number of covers needed will depend upon the temperature of the sleeping room.

The Baby's Bath

Most of the items for the baby's toilet tray, such as the oil, powder, and soap, should be purchased at the advice of the doctor. For the bath, however, there are some items that can be purchased with the layette. These are:

Oval tub or pan.

Two bath towels, about forty inches square, sometimes called a bath blanket. One kind has terry cloth on one side and cotton knit on the other. Another good kind is a square of flannelette.

Two smaller towels of soft cotton knit or old linen.

Two to four wash cloths. These are best of a soft material, such as cotton knit.

One bath apron for the mother. This should cover the front of the body and should be lined with a water-repellent material. Terry cloth is ideal for the top side.

A suggested substitute for the small towel is a double thickness of cheesecloth. Cheesecloth proves very absorbent and makes it possible to reach small crevices otherwise missed.

Laundering the Baby's Layette

A baby should at all times be kept scrupulously clean. Every garment that the baby wears, as well as the bedding used in the crib, should be simple in design and easy to launder. Avoid long ribbons, bows, applied motifs, ribbon bands, and binding which will not launder. Since the baby has no inhibitions against drooling on his fancy dress or sacque, fabrics that must be dry-cleaned have no place in a baby's wardrobe.

The various fibers used in the construction of fabrics for clothing vary in their cleanliness qualities. By nature, wool is a dirty fiber, for it is constructed of overlapping cells which tend to attract and hold dirt. Too, it has a natural oil which causes dirt to cling to the fiber. Cotton is another fiber that, by nature, is hard to keep free from soil. Because it has short fibers, many little ends are present on the spun yarns to attract dirt. Mercerized and combed cotton are smoother, more absorbent, and easier to keep clean.

Cotton has the advantage over wool that it can be sterilized by boiling. "If it is the nature of the textile to hold the dirt and harbor germs, or if the garment is infrequently or carelessly washed, impurities are kept in contact with the body, and infection and disease are invited, especially if there may be abrasions in the skin." [10]

With the preceding information in mind, one can readily see that filament rayon is cleaner than spun rayon. Filament rayon is the long smooth fiber as it comes from the spinneret, and spun rayon is filament rayon which has been cut into short fibers and then spun into yarns. This yarn construction would indicate that filament rayon would tend to be colder and spun rayon warmer because of the added air spaces incorporated by the spinning of short fibers.

Linen is a fairly smooth fiber and is considered hygienic. It, too, can be sterilized by boiling.

Garments made of *cotton* require the least care of any of the fibers when laundering.

[10] Mary S. Woolman and Ellen B. McGowan, *Textiles*, p. 326, Macmillan, New York, 1943.

The water in which cottons are washed may be hotter than for other fibers but should be a comfortable temperature for the hands.

Soap should be dissolved in the water, not rubbed on the fabric from the cake.

The first rinse, at least, should be the same temperature as the water in which the clothes were washed.

Rinse until there is no trace of soap in the rinse water to be sure that no soap is left in the clothing to irritate the baby's skin.

After the clothes are clean and thoroughly rinsed, they may be sterilized by boiling.

If the cotton items are white, hang in the sun to help bleach and keep white; if colored, hang in the shade, preferably wrong side out.

Dampen before ironing, and iron with a comparatively hot iron.

Infants' clothing should never be starched.

Woolen garments need special care when being laundered for them to keep their soft elastic quality. If the rules given below are not followed, wool garments are likely to shrink and felt (become harsh).

Never soak wool garments.

Wash in lukewarm water in which mild soap is dissolved.

Never rub cake soap into woolen garments. If particularly soiled, squeeze through two soap solutions.

Squeeze soapy water through the garments; never rub.

Rinse in the same temperature water in which the article was washed to help avoid shrinkage.

Rinse in as many different waters as is necessary to remove all the soap.

Squeeze excess water from garments; never wring. After squeezing water out, garment may be rolled between turkish towels to remove more of the water.

Dry woolens in warm air but not over direct heat, such as a radiator, a register, or a stove.

In order to keep the shape of certain garments, spread out flat on towels, and pull into shape to dry.

Drying frames are obtainable for shirts and sweaters as well as for stockings.

If articles need pressing, use a medium hot iron with a wool pressing cloth between the garment and iron.

Water-resistant materials, such as the protective panties and sheets, should be cleaned by being dipped up and down in a light solution of soap and water. Never wring or squeeze, but, after rinsing the soap off, lay on a towel, and pat dry with another towel.

Knitted garments. When laundering knitted garments, whether wool, cotton, rayon, or mixtures, these directions should be followed:

Use lukewarm sudsy water (mild soap).

Never rub the article, but use a cupping motion of the hands to remove the soil. If the garment happens to be wool, friction will tend to felt or harden it.

If rayon, rubbing will tend to injure the fibers for they are naturally weaker when wet than when dry.

Whatever the fiber, rubbing tends to pull the knitted garment out of shape.

Rinse the soap out thoroughly, using as many rinses as are necessary so that the last water shows no trace of soap.

Squeeze the excess water from the garment, and then wrap it in a towel, squeezing gently to remove more moisture.

Knitted garments should never be hung on a line with clothespins, for there is too much danger of the pins breaking a loop of the knitting. Too, the weight of the water present will pull the garment out of shape.

Such small items of clothing as shirts and socks may be laid across a line or rod for drying, provided the weight is distributed evenly.

The two best methods for drying knitted articles are (1) laying the article flat on a sheet of clean paper, and (2) slipping it over a frame or form.

If the first method is to be used, lay the article flat on the sheet of paper before laundering, and trace around it carefully. After the excess

water has been removed, shape the article to this outline, and pin in place to dry. If the second method is used, slip the article on the frame. (Frames can be bought at most department stores or may be made from plywood at home. The commercial frames are usually of wire and are adjustable to size.) After the article has been adjusted on the frame and pinned in place, it may be hung where air might circulate, thus drying the article sooner. Take care, however, that it is kept away from direct heat such as registers, radiators, and sunshine.

The design of the garment sometimes makes for ease in laundering. The garments that open all the way down the front or back are easier to put on the ironing board or run through the mangle than those with plackets. If the design calls for plackets, long plackets are best, both for ease in dressing the baby and in placing over the ironing board. Kimono sleeves are the easiest to iron, raglan are next, and last are the set-in sleeves.

A garment decorated with ribbons and ruffles takes more effort than a simple one with smooth trimmings and flatly stitched facings instead of collars. Ribbons that have to be removed each time the garment is laundered are a nuisance. Bonnets that can be unbuttoned for ease in washing and then ironed flat are desirable. As far as possible, select fabrics which will require little or no ironing, such as cotton crepes and seersuckers. Since infants' clothing needs frequent laundering, all these points are worth considering.

It is best to wash any new clothing before using it near the baby unless it is sterilized and packed in an air-tight wrapping. In the process of manufacturing and retailing the article becomes soiled even though it might not be apparent.

A special drawer or bureau should be reserved for the baby's things. These drawers should be thoroughly scrubbed and then lined with white paper to insure absolute cleanliness. If some dresses and coats have been included in your layette, get small-sized hangers, as shown in Fig. 15, and hang the baby's things in a special cabinet or closet. If neither of these can be arranged, set aside a portion of a closet for these garments, as suggested in Fig. 6, Chap. 10. Infants' garments should not hang next to adult's or older children's clothing.

Drying frames are obtainable for shirts and sweaters as well as for stockings.

If articles need pressing, use a medium hot iron with a wool pressing cloth between the garment and iron.

Water-resistant materials, such as the protective panties and sheets, should be cleaned by being dipped up and down in a light solution of soap and water. Never wring or squeeze, but, after rinsing the soap off, lay on a towel, and pat dry with another towel.

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If rayon, rubbing will tend to injure the fibers for they are naturally weaker when wet than when dry.

Whatever the fiber, rubbing tends to pull the knitted garment out of shape.

Rinse the soap out thoroughly, using as many rinses as are necessary so that the last water shows no trace of soap.

Squeeze the excess water from the garment, and then wrap it in a towel, squeezing gently to remove more moisture.

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Recommended Layettes

After examining recommended layettes from twenty-five sources, such as textbooks, state bulletins, and magazines as well as twenty-five suggested layettes from mothers of varying ages and income levels, the following ideas seem prevalent.

With the modern means of washing and drying diapers, three to four dozen seem to be the standard number suggested. Four sources feel that two dozen would be sufficient, but emergencies, such as inclement weather, should be considered. Two sources recommended five dozen diapers and one source, six dozen. Much will depend on the facilities for laundry.

In the most recent publications and by modern mothers, the abdominal binder has been omitted from the layette. The old binders are now replaced with gauze in the hospitals.

As for shirts, three is the number generally recommended. Items are usually recommended on the theory of "one on the baby, one in the wash, and one on reserve."

Three gowns were most often recommended. However, it was usually conceded that four gowns was a safer margin, and some mothers recommended the purchase of as many as seven or even nine. Those who recommended few gowns usually suggested wrappers or kimonos to fill out the requirements.

About half the sources included sweaters or sacques in the layette, and only about one tenth mentioned a need for hoods or special head coverings. Blankets and buntings usually give this protection for the tiny infant.

About half the sources mentioned the desirability of dresses, slips, stockings, and bootees, but they were usually mentioned as being wanted by the mother but not essential to the well-being of the baby.

Table 21 gives a cross section of layettes found in recent publications. The layettes suggested by the twenty-five mothers varied so greatly that no one layette could be chosen for a representation in this table. These listed layettes may serve only as suggestions since the individual family income, the size of the family, the social position, the laundry facilities, and the climate will influence the actual number needed.

TABLE 21 COMPARISON STUDY OF RECOMMENDED GARMENTS IN A LAYETTE*

Clothing	Martha Stout, "Basic Layette," p. 52, *Good Housekeeping*, January 1944	Betty Green, "Don't Over-buy Your Layette," *Parents' Magazine*, January 1944	Ethelwyn Dodson, "The Layette," Children's Clothing I, Extension Service, University of California	"Building Better Babies," Bureau of Maternal and Child Health, Wisconsin State Board of Health, 1942	"Babyhood," Illinois State Department of Public Health	"Infant Care," Children's Bureau, United States Department of Labor
Diapers	3-4 dozen	2 dozen	3-4 dozen	3-4 dozen	3-5 dozen	3-4 dozen
Diapers, rubber or water-repellent	2-3					
Soakers	2-3					
Shirts	3-4	3	4	3-4	3	3-4
Abdominal bands or shirts					3	3
Binders					2-3	
Nightgowns or	3-4	6	7-9	2-3	3	5-6
Wrappers	2-3					
Sacques and sweaters	2-3 (if desired)		3		2	2
Dresses	2-3 (if desired)					
Cloak and cap						
Hood						1
Bootees and stockings						
Blankets or afghans	2	3	4			2-3
Water-resistant sheet	1					
Flannelette squares or receiving blankets	4					
Lap and crib pads	4	6	(16-inch square)			
Sleeping bag						
Pads the size of mattress	2					
Sheets	3	9				
Bath blankets		2				
Towels, bath	3	6				
Towels, face	2					
Wash cloths	2	6				
Bath apron	1					

* It should be understood that any requirements listed for a minimum layette are subject to change as conditions change within the individual family. The number of items needed in the layette will be greatly influenced by the available washing facilities.

CONCLUSIONS

1. It can readily be seen that a baby does not need a great many expensive things. He should have only enough to keep him warm, fresh, and dainty.

TABLE 22 MINIMUM AND DESIRABLE LAYETTES

Garment	*Minimum Number*	*Cost **		*Desirable Number*	*Cost*	
Diapers	3 dozen	$5.70		4 dozen	$7.60	
Shirts	3	2.91		4	3.88	
Nightgowns or wrappers	4	1.40		6	2.10	
Sacques or sweaters	1–2 †	1.25–	2.50	2–4 †	2.50–	5.00
					4.00–	8.00
Rubber protector panties or soakers	1	0.62		2	1.24	
Dresses				2	2.50	
Gertrudes				2	0.80	
Cloak and cap or				1	3.98	
bunting				1	5.00	
Mittens				2 †	0.60	
Socks or bootees	2 †	0.40		2	0.40	
Bibs				1	0.10	
Blankets, wool and mixtures	1–2 †	3.98–	7.96	3	11.34	
Receiving blankets or flannelette squares	6	1.80		10	3.00	
Sheets or pillowcases ‡	3	2.10		4	2.70	
Lap pads	3	0.60		5	1.00	
Rubber or water-repellent sheets	2	1.50		3	2.25	
Towels	3	0.60		4	0.80	
Wash cloths	3	0.45		4	0.60	
Bath blankets				1	0.65	
		$23.31	$28.54		$57.04	$63.54

* Cost is computed from a study of 1945 prices. The average price was used. Each item can be purchased for more or less according to the quality and the workmanship.

† Desirable for a winter baby.

‡ Pillowcases here means the large-sized ones to be used in place of a baby's sheet.

2. All infants' and young children's clothing should hang from the shoulder.

3. All articles of clothing should be easy to put on and take off.

4. As few garments as possible should be worn as will maintain a normal body temperature. The clothing should provide good ventilation.

5. Infants' clothing should be simple, untrimmed, warm, and light in weight.

6. All material used about the baby should be soft and comfortable.

7. The fasteners on infants' clothing should be placed so that they can be easily reached, and they should be of a kind that will not injure the baby in any way.

8. There should be only seams enough for a good fit, and these should be flat, narrow, and smooth.

9. Clothing should be designed not only for the child's comfort but should also make the least demands on the mother's time and energy. The material as well as the design used should be easy to launder.

10. Buying only the necessary number of garments affords quite a saving which can be applied on large equipment, such as play pens. These will give the mother more free time for other things than the care of the baby.

SUGGESTIONS FOR FURTHER STUDY

1. Make a study of your markets and available laundry services, and draw a comparison of the prices of cloth diapers, disposable diapers, and the diaper service.

2. What differences can be made in the quantity and kind of items needed in the layette of a summer and a winter baby in your locality?

3. Figure and compare the total cost of a minimum layette and a more desirable, larger one. Use present-day prices found in your community. After making this comparison, weigh the arguments for and against each layette. If it is necessary to be economical, do you think it would be better to put up with some of the inconveniences of a minimum wardrobe and invest the money saved thereby in a play pen or bathinette?

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4. As few garments as possible should be worn as will maintain a normal body temperature. The clothing should provide good ventilation.

5. Infants' clothing should be simple, untrimmed, warm, and light in weight.

6. All material used about the baby should be soft and comfortable.

7. The fasteners on infants' clothing should be placed so that they can be easily reached, and they should be of a kind that will not injure the baby in any way.

8. There should be only seams enough for a good fit, and these should be flat, narrow, and smooth.

9. Clothing should be designed not only for the child's comfort but should also make the least demands on the mother's time and energy. The material as well as the design used should be easy to launder.

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The Creeping Age

Chapter 4

IN the last months of the first year, between the helpless infant age and the walking and talking period of the child, is a period of growing independence. During this creeping age, the baby learns to pull himself up to furniture, to reach for articles, to stand alone, and to lower himself from a standing position to a sitting position. The baby is now getting around under his own power, even though it is on all fours. This is the age for which clothes must be designed for protection as well as for comfort. Since the child is on the floor the greater part of the time, he must be protected from the dirt and drafts usually found there.

During this period of increased activity, clothes must allow for the greatest possible freedom for getting around on hands and knees, for reaching, and for trying to walk. Therefore, clothes should be generously proportioned but not baggy. In other words, the baby needs clothes that are designed for action. When planning the clothing for this age child, consider the following aspects.

Functional Design for the Creeping Age

1. *Can he play freely in his clothing?* Is there anything about his garments that tends to restrict his movements? In order to answer "yes" to

the first question and "no" to the other one, they should have the following characteristics:

a. Loose-fitting, low-cut neckline but not low enough to fall off the shoulders.

b. Leg openings in rompers loose and cut high in front so that they will not get in the way when the baby is crawling.

c. Neck to crotch measurement long enough to allow for comfort when the baby is crawling and reaching for things.

d. Shoulders cut to fit but with enough fullness worked in across shoulder blades to allow for spread.

e. Armholes and sleeves loose enough so as not to bind. They should allow good blood circulation and muscle activity.

2. *Will they allow for growth?* This means they should fit loosely around the body. Both knitted and bias-cut garments will stretch allowing for some growth.

3. *Will they allow him to develop good posture when he starts to stand?* Too much bulk, for example bulky diapers between the legs, may hamper proper growth and development.

4. *Are they light but warm?* Garments should be warm enough to keep the body from becoming chilled but not so warm that they will cause excessive perspiration during play. A lightweight garment that enmeshes air is warmer and easier to play in than a tightly knitted or woven one. Do not overburden your child with too many garments.

5. *Are they made of suitable fabrics?* A suitable fabric is one that is soft, smooth, and does not readily collect soil. Combed and mercerized cottons do not soil as quickly as plain cotton. They should be easy to wash and iron. It would be better still if they could be worn without ironing. Crepes, seersuckers, and knits are excellent because they do not require ironing. Material should also be resistant to wrinkling. Some cottons and rayons are given this special finish.

6. *Do they have convenient openings?* During the creeping age clothes become soiled readily. For normal development, it is necessary for this aged child to play hard and get dirty, which would result in fre-

quent changes. This makes it all the more apparent that the romper should be designed so that it can be easily put on or slipped off and easily cared for when laundering.

7. *Is the construction smooth?* The seams should be narrow and flat for durability and comfort.

It seems that the garments that come nearest to fulfilling the needs of this aged child are rompers, sunsuits, overalls, or coveralls made of either knitted or woven material.

Garments for the Creeping Age

ROMPERS AND SUNSUITS

In order for rompers and sunsuits to meet the needs outlined previously, they must be carefully designed. Whether they are made at home or bought ready-made, the vertical trunk girth (Fig. 4, Chap. 6) measurement should be checked to be sure that it is several inches longer than the corresponding measurement of your child. Also check the crotch measurement, and make sure that the back crotch seam is several inches longer than the front. A garment that binds at the crotch is irritating to the baby and is detrimental to his health. There should be extra fullness across the shoulder and at the bend of the hips. Either knit or bias-cut rompers or rompers that have pleats set in across the shoulder and at the back of the leg opening are good (Fig. 1*b*). The garment must be loose but must not get in the way of the movements of the baby when he is crawling. To avoid this, cut the front leg openings high.

The leg openings, the armholes, and the neck must be amply large to avoid restricting the movements in any way. *Leg openings* should be shaped to fit the leg without a band or an elastic which is likely to pull up and become too tight.

The *armhole* should be kept large. The set-in sleeve is satisfactory if the armhole is large and the sleeve is allowed to remain loose at the bottom. However, the raglan or the kimono sleeve is the most desirable from the standpoint of comfort, growth, and care. Regardless of the style of

the sleeve, the bottom edge should never be gathered up into a tight band which interferes with the arm movements of the child.

Neck openings cut along the normal lines in back and somewhat low in front are the most comfortable. The neckline must not be cut low on the side, however, or it will cause the garment to fall off the shoulders during play. For the comfort of the child as well as for ease in laundering, a collarless neckline is desirable. A simulated collar can be achieved through the application of a shaped facing. An interesting result can be produced by making the facing of a contrasting color or by outlining the edge with decorative stitches such as illustrated in Figs. 2 and 3, Chap. 9. Use nothing but short decorative stitches, for long ones may be spoiled during the laundering and ironing processes.

Rompers also need to be designed so that they can be slipped on and off easily and quickly. A baby at this age is too young to assist himself in dressing, as he will a little later. Two good types for him are a coat style that buttons down the full length of the front, or a slipover that opens wide and has few fastenings. Rompers that cannot be put on without a struggle or that have numerous tiny buttons in places difficult to fasten are exasperating to both mother and baby.

To facilitate the changing of diapers, the lower back of the romper may be extended and shaped so that it can be pulled up between the legs and buttoned well over the front.[1]

Figure 1 shows some well-designed rompers with these desirable features illustrated. Other suggestions can be found in the *Farmers' Bulletin* 1778, United States Department of Agriculture. This particular style of garment has been criticized by many mothers for the reason that the lower part of the romper gets wet every time the diaper does. If these rompers could be made of a water-repellent broadcloth or some similar water-repellent finished material, this objection would be overcome.

Mothers of today are busy practical women who have no time for frilly ruffled clothes. Many agree that a garment should be simple, comfortable, and easy to care for, yet attractive.

Since a baby's garments require frequent washing, they should be simple both in design and trimming. It takes too much time and effort

[1] United States Department of Agriculture, *Farmers' Bulletin* 1778, pp. 9–10.

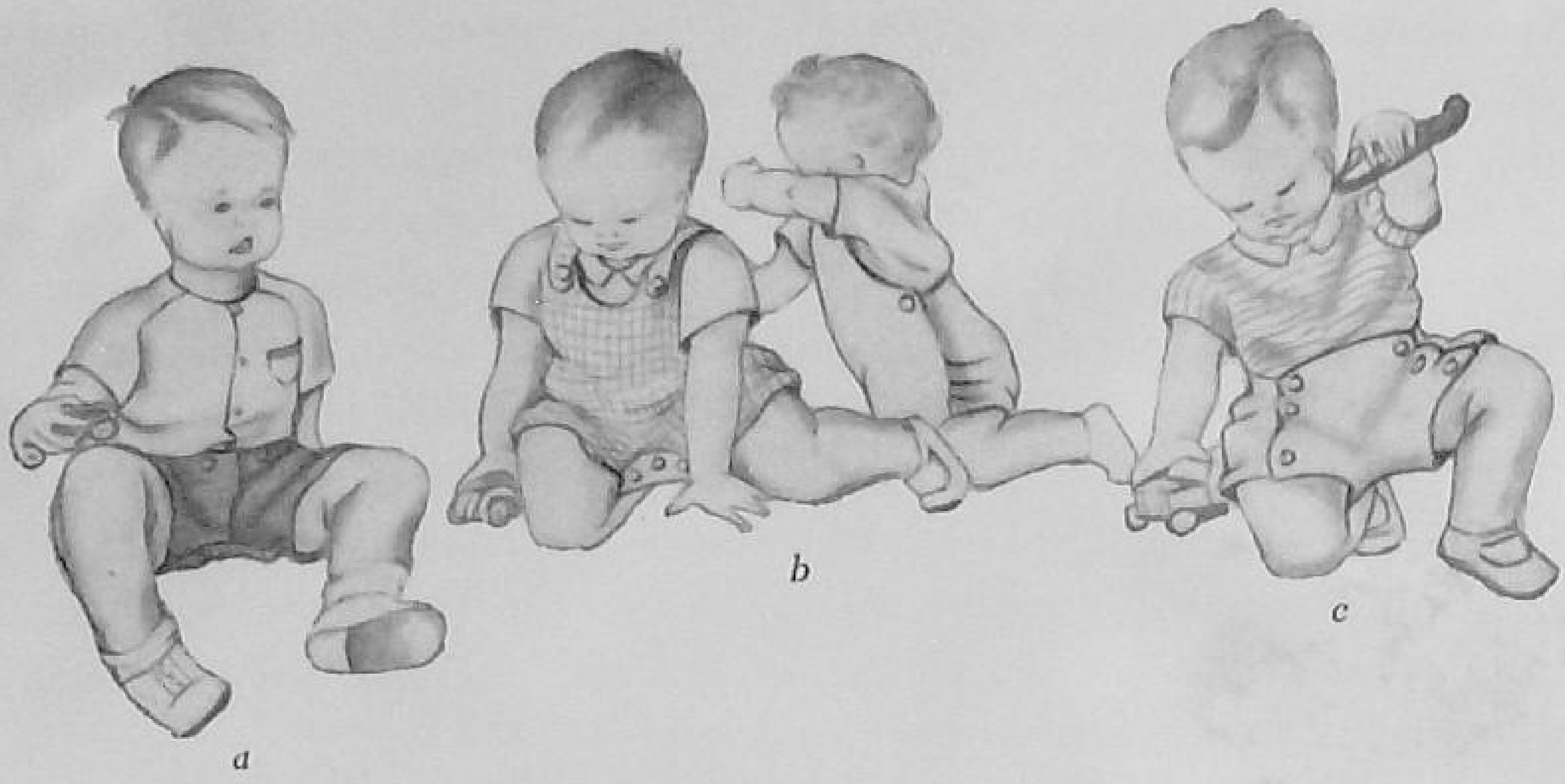


FIGURE 1. *Well-designed rompers and playsuits are comfortable for a child.*

to iron details, such as little collars, ruffles, puffed sleeves, cuffs, and belts. Keep all trimming flat and try to use the kinds of trimmings which also reinforce the edges, such as bindings, facings, and pipings. "Real attractiveness comes from a comfortably cut garment of becoming color and clean, well-kept appearance." [2]

The best choice of materials for a romper would be those with a smooth surface, for they are less likely to collect dirt. The fabrics should also be soft and pliable and should never be starched. Among the best kinds of materials to use for such garments are broadcloth, print, poplin, gingham, chambray, cotton crepe, lightweight seersucker, and piqué. Linen would be a good material from all standpoints except for the fact that it wrinkles too easily and is too expensive.

1. Choose material that does not wrinkle easily or show wrinkles. Cotton crepe and seersucker are both good choices from this standpoint as well as from the fact that they do not need ironing. There are also crease-resistant materials on the market, but they are still a little expensive for rompers.

2. Buy material or ready-made rompers which have been preshrunk to avoid having a garment become too tight or too short after it has been

[2] United States Department of Agriculture, *Farmers' Bulletin* 1778, p. 10.

FIGURE 2. *Cotton-knit rompers allow stretch for the active toddler.* BAILES STUDIO.

FIGURE 3. *Wool-knit, two-piece rompers for the toddler.* H. ARMSTRONG ROBERTS.

washed. If preshrunk material cannot be purchased, shrink the material before making it into a garment. To do this, leave the fabric folded and immerse it in water the same temperature that will be used for laundering later. Leave immersed several hours or until material is thoroughly wet. Remove from water and stretch out on a line to drip dry.

3. Buy materials that are guaranteed colorfast to sunshine and laundering and, when possible, colorfast to urine and perspiration.

FIGURE 4. *Well-designed rompers made from a discarded man's shirt.*

The same points that make knit underwear desirable for children also make knit materials, either wool or cotton, desirable for rompers for this age child. Their drawback, however, is that they are soft and therefore become soiled easily. Notice the one-piece knit romper in Fig. 2 made of

a

b

FIGURE 5. *For the health of the child, let him play in the sunshine in a sunsuit, either made of woven material* (a) *or knitted* (b).

cotton yarn and the two-piece wool romper in Fig. 3. To summarize briefly, knit garments are elastic and permit movement without restrictions, and they are easy for the mother to launder since they do not require ironing. The wool-knit romper (especially the hand knit) serves also as a soaker in case of an accident. This does not eliminate the "always wet" problem, but it does keep the baby from looking wet and feeling uncomfortable if he cannot be changed immediately.

During the hotter days of spring and summer, the sunsuit is the ideal costume for the creeper (Figs. 4 and 5). In fact, the sunsuit is an essential summer uniform for the last half of the first year and on up to school age. Sunsuits cover a minimum of the body, thus permitting the child to receive the full benefits of the sun's rays.

OVERALLS AND COVERALLS

Since a crawling baby is on the floor so much of the time, overalls (Fig. 6) and coveralls are recommended to protect his knees from injury. They also afford more pro-

FIGURE 6. *Overalls protect a baby's knees while he is learning to crawl and walk. A shirt or blouse can be added for a cool day.*

tection from drafts. The overalls are probably more desirable than coveralls for this age, for, if the pants become wet, there will be no necessity for changing the shirt. Straps, however, must be held securely so that they will not slip down over the shoulders and get in the child's way while he is crawling. Mothers who have used overalls for the crawling child as well as the older child have become convinced that they are the most practical play costume for both boys and girls, especially in the winter months.

A narrow-wale corduroy is an ideal material for overalls, especially for winter wear. The closeness of the weave makes it warm and eliminates the need for wool clothing which might require dry cleaning. Also, it can be washed and does not look too badly if it is not ironed. Blue denim, galatea, or any other cotton also make useful overalls or coveralls for less-cool days.

DRESSES

Some dresses should be included in the little girl's wardrobe, even though they are not in the least practical during this crawling period, for when the girl of this age gets ready for special occasions she needs a dress. Dresses must be full and hang from the shoulders. Do not try to belt them in because her "tummy" is generally the thickest part of her body. Sleeves should be left loose at the bottom. More desirable details of dresses are discussed in the next chapter.

SUITS

At this age, the little boy's suits vary only slightly from the romper suit. If the boy has not been trained, the ideal type of suit will be one with pants which button onto the blouse. If two pants per blouse are planned or suits of colors which can be interchanged, the necessity of removing the blouse each time the pants become wet will be eliminated.

Characteristics which were desirable in rompers, such as raglan sleeves, will also be desirable in suits.

Knit underwear is particularly suited to active growing children. This is principally true because of the elasticity of the knitted construction (that is, its ability to stretch and then go back into its original shape). Because of this, it fits well without being tight or unduly binding and gives to the movements of the active body without being restrictive. Figure 7 illustrates a particularly good type of construction. Second, knit underwear is porous which permits the absorption of moisture as well as the evaporation of it. Thus, the body is kept warm in winter and cool

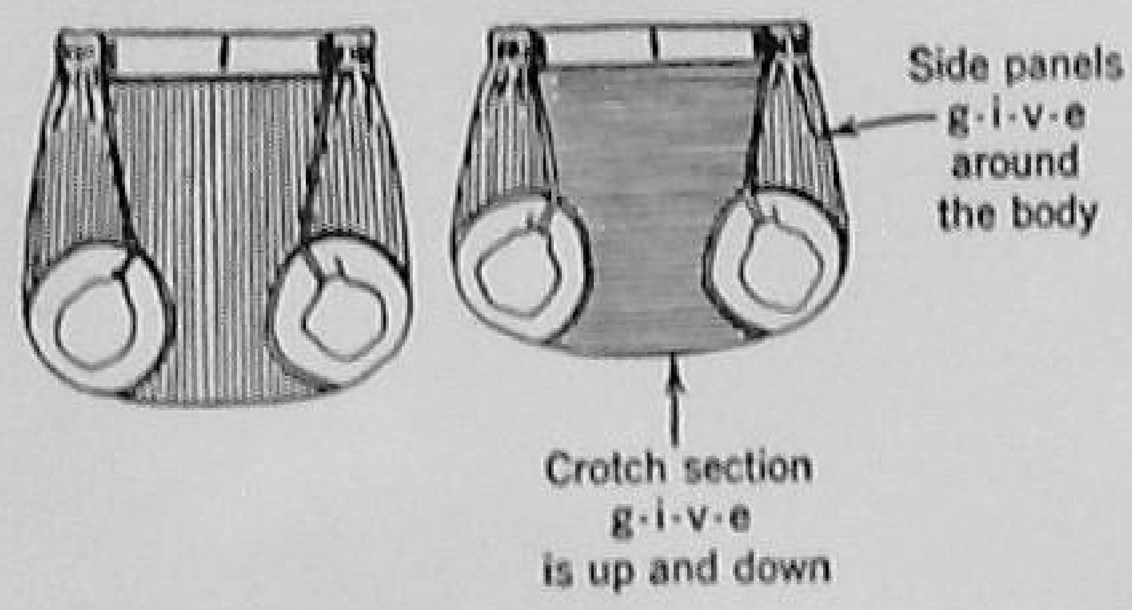


FIGURE 7. *Training pants designed like those on the right have a crotch that never binds, for the "give" is up and down through this section. This permits a shorter length, which looks neater. When buying for longer wear, see that this section is double.* WILLIAM CARTER COMPANY.

in summer. The third point in its favor is that it is soft, pliable, and easy to launder. No ironing is necessary.

Because there are various kinds of knit construction on the market, test the underwear for elasticity by pulling it between the hands and then releasing it. Pull crosswise as well as lengthwise. The elasticity depends on the gauge or number of needles per inch and a half. Rib knit is the most elastic of all the kinds of knit material.

For fall and winter in the colder climates, wool mixtures or cotton-knit fabrics which have the inner surface napped or fleeced are desirable.

The training pant is usually a flat knitted panty with elastic across the back so that it can easily be slipped down (Fig. 7). If possible, it should replace the diaper by the time the child starts to stand and walk. There are two reasons for this: first, it helps in teaching toilet habits; and second, it aids in the early attempts to walk since the bulky diaper which tends to push the legs apart is removed.

When purchasing undergarments, take your child's measurements with you to compare with the garments in order to secure the correct size. Size markings within themselves are sometimes inaccurate. Be particularly careful to allow a little extra length in the crotch to give plenty of freedom of action without binding. Since most knit garments shrink when laundered, it is advisable to purchase garments a little larger than deemed necessary. All seams should be well finished and flat.

SLEEPING GARMENTS

If the infant gown was planned carefully, the creeping child may still wear it. Of course, the drawstrings in the bottom and in the sleeves will be outgrown. As soon as these gowns are outgrown, two-piece, button-on pajamas may be used. Pajamas with two pants and one top, such as those in Fig. 8, are convenient, for, if the lower part becomes soiled in the night, the child does not need to be entirely undressed. The pants can easily be removed and clean ones buttoned onto the blouse top. Pajamas designed with feet help keep the child's feet warm in cold weather.

Depending on the weight, stockinette can be worn either for summer or winter. Other materials that are good for winter are outing flannel and flannelette. Some fabrics that are suitable for summer sleeping

a *b*

FIGURE 8. *Two-piece pajamas are convenient for this age.*

garments are nainsook, longcloth, thin muslin, dimity, lawn, and cotton crepe.

OUTER GARMENTS

The snowsuit is the most practical outer garment for the creeping age. A discussion of snowsuits as well as of topcoats and leggings starts on page 221.

TABLE 23 SIZE CHART FOR CLOTHES FOR THE TODDLER*

Size	*Age*	*Weight*	*Chest*	*Stature*	*Total Crotch*
1	16½ months	24½ pounds	20 inches	31 inches	16 inches
2	25½	28½	21	34	17
3	37	32½	22	37	18
4	50	37	23	40	19

* "Recommended Commercial Standard on Body Measurements for the Sizing of Apparel for Infants, Babies, Toddlers, and Children," TS-4000, Division of Trade Standards, National Bureau of Standards, 1945.

SHOES

At birth, the feet of nearly all babies are perfect. The heel bone is generally the only bone developed and the remaining twenty-five bones are simply masses of cartilage. Up to four or five years of age this cartilage is in the state of constant change. A child's foot is tender and yields easily to the least pressure. Because of this, a shoe which is too short, too narrow, or too wide or one which presses on the foot at any point or restricts the foot in any way can start a foot deformity or permit the foot to grow abnormally (Fig. 9). It can readily be seen that the first shoes put on the child are the most important ones he will ever wear. *Nothing should ever be put on the baby's foot that would tend to restrict the normal growth of the bones, muscles, and nerves.*

One baby-shoe concern reports that carefully conducted examinations show that 40 to 50 per cent of the children from five to ten years of

age have foot defects; 60 to 70 per cent at the age of ten to fifteen and 80 per cent at high school age. They say that perhaps the most outstanding contributory factor to this high percentage of defective feet is that too little study and attention has been paid to the infant foot and the fact that the infant's foot has exacting requirements for fitting and covering just as the adult foot. Another important factor is the general health of

FIGURE 9. *X ray showing a shoe that is the right length and one that is too short. During the formative years it is very important for the shoes to be longer than the foot to avoid malformation, as is shown in the picture on the right.* FROM WEE-WALKER PAMPHLET, "LOOK AT YOUR BABY'S FEET," WITH PERMISSION.

the infant, as organic diseases and malnutrition will impair the usefulness of feet and legs.[3]

Most podiatrists agree that shoes should not be put on the baby until he starts to walk. Unless the baby's feet have a tendency to be cold, stockings and bootees should also be left off. Dr. Posner of the Dr. Posner Shoes, Inc., says that babies should take their first steps on a soft rug or any other yielding surface in their bare feet so that the natural gripping action of the toes will be given free play. This, plus not encouraging a baby to walk too soon by use of toddlers or by being held upright by over-anxious parents, cannot be emphasized too strongly if we want to have fewer bowlegs and foot defects.

[3] Trimfoot Company, Farmington, Missouri.

Fitting the Shoe

Whenever you are advised to put shoes on the baby, whether it is when the baby starts to crawl and pull himself up on his feet or after he takes his first steps, take him to a reliable dealer and have the shoes fitted to his feet. Never buy shoes according to age or by guess "over the

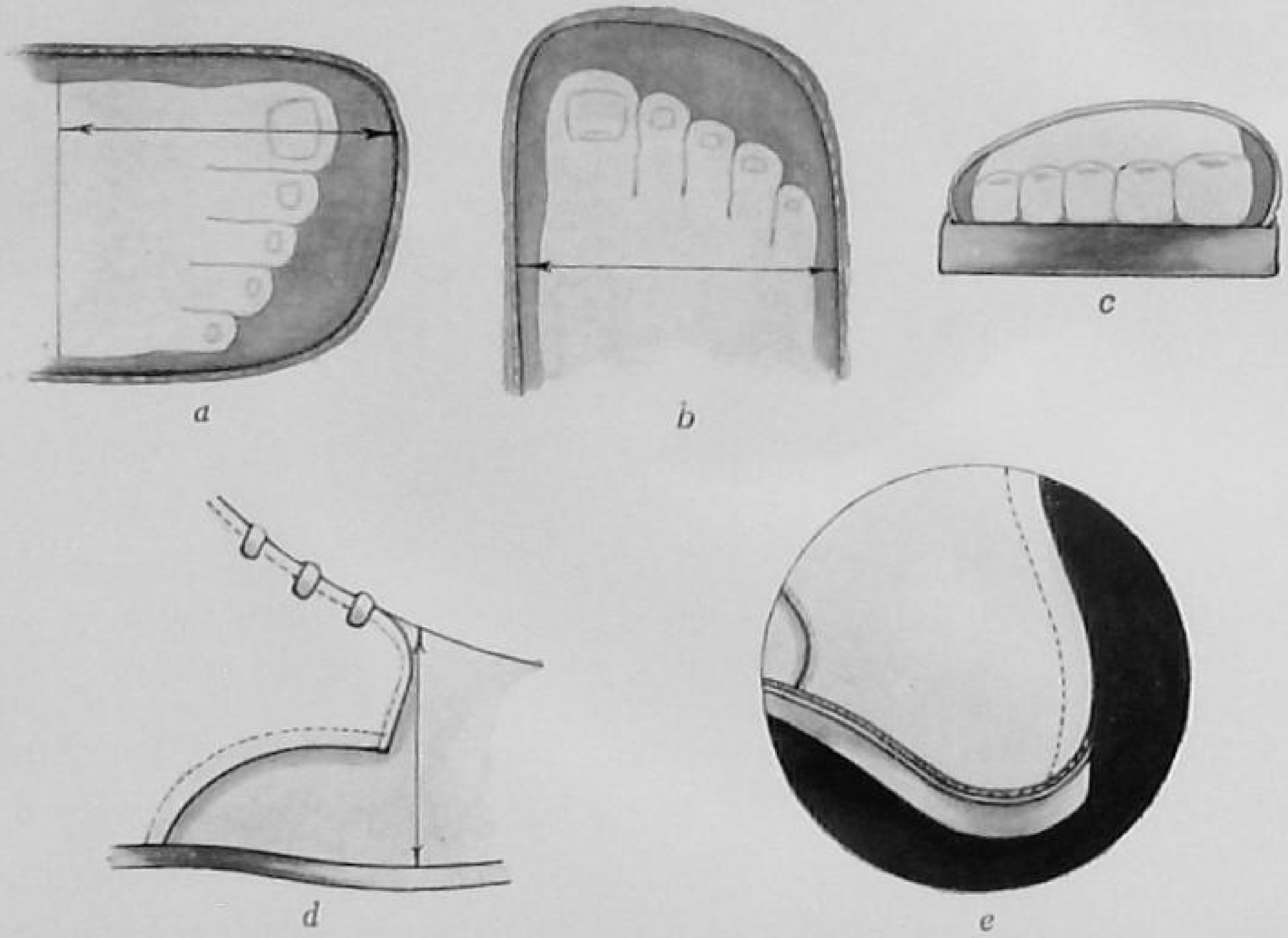


FIGURE 10. *Shoes should fit correctly in length* a, *width* b, *and thickness* c, *and they should have a snugly fitting heel* (e). *Fullness through the instep is important* (d).

counter," but have the shoes fitted to the baby's foot. Foot health can be safeguarded by fitting shoes properly and observing a few simple rules of care.

1. When fitting the foot, see that there is enough toe room. This means plenty of room in *length, width,* and *thickness* (Fig. 10). In order to avoid distortion of the foot, the shoe should be bought long enough, which means approximately one half to three quarters of an inch longer

than the foot itself. This extra length should be from the end of the longest toe to the end of the shoe and does not mean that the rest of the shoe should be big. Resist the tendency to buy sizes that are too large and let the child grow into them, for in this case the shoe is so large when first worn that it will slip around, causing needless irritation and may cause the child to become clumsy. Often, too, shoes that are too big form a heavy crease across the forepart of the shoe in front of the toes which will press down on the toes when they grow beyond their original position.

Watch the length of your child's shoe carefully, and buy new ones as soon as the longest toe comes within a fourth of an inch of the end of the shoe. The proper length of the shoe is important not only to avoid cramping toes but also to permit the proper flexing of the feet in walking.

Just as there is danger of cramping the toes in length, there is danger in cramping the toes and ball of the foot in width. Watch especially the width of the shoe through the ball of the foot, which happens to be the widest part. The baby's foot is covered with an abundant layer of fat so that, when the foot is in the shoe, make sure that the foot rests completely on the sole of the shoe and does not override it. The "rule of the thumb" is good here; in other words, with the thumb and forefinger, check to see if a slight excess of leather can be pulled up or creased over the widest part of the shoe. This will also give you an indication whether or not the shoe is too loose. This test should be made with the baby's weight on the foot for an accurate check.

From the top to the sole, the shoe should be thick enough to avoid pinching. In other words, the end of the toe of the shoe must be thick enough to allow toe room and not press down on the end of the toes (Fig. 10*c*).

2. Check the *fullness through the instep* to see that the shoe will allow proper arch development and free circulation (Fig. 10*d*). At the time this first shoe is fitted, the baby's foot is covered with layers of fat. Be sure the shoe is designed to accommodate this. The correct last for the particular foot is also very important.

3. The shoe should have a *closely fitting heel.* It should at all times hug the heel snugly so that there will be no slipping up and down (Fig. 10*e*).

4. The uppers should be *soft* and glovelike and attached to a *flexible* sole which is rough so that the baby will not slip when trying to take his first steps. Washable elkskin and lightweight calfskin are both ideal for uppers.

Just because a shoe is high priced is no reason to assume that it is the best one for the baby. Price is no indication of the proper shoe. The

FIGURE 11. *Steps in the construction of a single-sole, stitchdown shoe.* A, *assembly of upper last and outsole;* b, *appearance of shoe after the out-flanged margin of upper has been stuck to the flesh side of the outsole;* c, *appearance of shoe after permanent sole is attached with a lockstitch seam.* UNITED SHOE MACHINERY CORPORATION.

high-priced shoe may be of too rigid construction for a small child. Still, the cheap shoe may be so poorly shaped that it will injure the child's pliable foot. It has been pointed out that the simplest construction, which is the so-called "stitch-down" method, because of its flexibility happens to be the most adaptable to infants' shoes. Therefore, shoes carefully designed in every respect and made by this simple process need not and should not be expensive. The stitch-down process of making shoes is the one in which the upper leather is stitched to the sole along the outside of the shoe as shown in Fig. 11. This is the only process that permits a single sole to be used and at the same time keeps the inside smooth and free from rough stitches and ridges. The single sole is desirable for these early shoes so that they can be flexible.

As soon as the baby has learned to balance and take a few steps, he may be put into a shoe that is not built for long hard wear but is somewhat heavier than what is known as the first shoe. Even this heavier shoe must be kept soft and flexible to provide unrestricted exercise that will develop the muscles while walking.

5. Check the accuracy of the fit while the *baby is standing*, even though he is being held up for the time being. The foot is elastic, and it elongates when the body weight is put on it.

Little feet grow rapidly the first year. Buy new shoes as soon as needed, even though the old ones are not worn out, for at this age the foot changes a whole size in four to eight weeks. Examine the feet carefully each week for any possible irritation. These are early signs of poorly fitted shoes.

Foot Care

As the foot grows, if there should be any signs of abnormalcy or distortion, take your child to a physician or to a podiatrist. In order for your child's feet to get the proper start for his future comfort and health:

1. Watch your baby's first steps carefully. Be sure that the feet are placed in a straight line. Toeing out weakens ankles and arches and leads to an ungraceful posture. If ankles turn in or out, call it to the attention of your doctor. Do not urge your child to walk; he will walk when he is ready.
2. Practice cleanliness in order to guard against irritation. Children's feet should be bathed daily in warm water and soap. Clean stockings should be put on daily. When a child's feet are wet with perspiration, change his shoes as well as his stockings.
3. Observe the same rule with stockings as with shoes. Discard those which have shrunk or become outgrown. Tight stockings also restrict the feet and can cause deformities.
4. Cut the toe nails straight across, no shorter than the flesh.
5. Never let your child wear shoes of stiff leather. Buy soft pliable leather, and then keep it soft with proper care. Never place wet shoes near heat, as this stiffens the leather.

6. Keep the baby's general health tone as high as possible for feet are weakened when it is low. If you are ever in doubt about your child's health, do not hesitate to see a doctor.

SOCKS AND STOCKINGS

When shoes are worn, either socks or stockings should be used to keep the feet from being rubbed by the shoe and to help protect the inside of the shoe from foot perspiration. Whether socks or stockings should be worn will depend on the health of the individual and the climate as well as on the type of outer garment worn.

In a well-heated home, socks are ample protection if leggings or snowsuits are put on for outdoor wear in cold weather. However, a child who has been taken out on a cold day without some protection for his legs is a pathetic sight. When long stockings are worn, it is better to use supporters than garters.

After studying charts which are available for determining the size of socks according to the size of shoes, it was discovered that there were many variations in ideas. Since this is true, use this simple rule, and keep your child in the proper-sized socks or stockings: Measure the length of the foot and add one half to one inch to this measurement. By doing this, you will be allowing enough length to assure proper fit even though the sock should shrink a little.

Stockings should not be worn after they have become too short. Those that are too short can cause foot defects as do shoes that are too short.

Cotton is the preferred fiber for children's socks, since it is durable and easy to care for. Rayon or rayon mixtures do not seem to withstand foot perspiration and laundering as well as the cotton ones.

If the socks are all white with the same type of construction, it takes less time for sorting before washing and for matching up pairs before putting them away.

When buying either patterns for making garments at home or buying ready-made ones, check the following points.[4]

1. Comfortable length both front and back from neck to crotch. Enough extra length set in from waist to crotch to allow for comfortable creeping.
2. Loose-fitting, flat-finished neck line cut comfortably low at the front.
3. Convenient openings for dressing the child and for changing the diaper.
4. Secure, washable buttons and buttonholes of a size and placed so that they will be easy to manage. (Buttonholes should be strong and made so they will not stretch.)
5. Leg openings cut high and round at the front, so they will not slip down over the knees and hinder creeping.
6. Pleats or gathers or bias cut so that they will give spread through the chest and shoulders. (Shoulders should be so fitted to help keep the garment in place.)
7. Roomy armholes and sleeves as short as the temperature permits.
8. Loose fitting about the body.
9. Soft, smooth fabrics that do not collect soil readily.
10. [If trim is used, it should be of material that will last as long as the rompers and should be applied at constructions lines of the garment.]
11. [Construction must be sturdy. Flat-fell seams are strong, flat, and easily ironed.]

[4] United States Department of Agriculture, *Farmers' Bulletin* 1778, p. 11.

Clothing the Preschool Child—Two to Six Years Old

Chapter 5

PLANNING the wardrobe for the preschool child is important and should receive much thought. Care must be taken or too large a portion of the income will be used needlessly for this aged child.

Planning the Wardrobe

Probably the first thing to consider is the amount of money the family will have available for clothing and how much of this amount will be a fair proportion for each member. No one but the family itself can say what percentage of the income should be spent on clothing, for this would depend on the values set on social standing, housing, proper food, education, and savings for the future. A family can be well dressed without being extravagantly dressed if they plan expenditures before making needless purchases. One mother's recipe for economical buying is to ask herself the question, "Is this necessary, or can I get along just as well without it?" Her family is well dressed for every occasion, but there are no needless garments hanging in the closet that will never be worn.

Since garments are so quickly outgrown during this period, the biggest factor in planning is to select a few garments that will serve for all occasions and purposes. In this way extra garments which are soon outgrown will not be on hand. For example, a coat for good and a coat for everyday may be needless expense since they will be outgrown before they are worn out. It is not a good idea to let this youngster wear last winter's coat for everyday if it is really outgrown. The tightness of the garment will restrict his play, and this activity is important to the growing child.

A snowsuit for play and a coat for good may be a better scheme. If this plan is followed, purchase one garment one year and the other the next. Select designs that allow for growth. You will find, however, that a coat is really not necessary for a child of this age since a snowsuit will come nearer to serving all his needs. The snowsuit, or coat, might be made with a zip-in or a button-in lining so that it will serve for three seasons consecutively, and then its being outgrown will not have to be considered so much. By three seasons is meant that the coat can be purchased new in the fall and worn without the lining until the weather becomes cold enough to warrant its use. The lining can be used during the winter and then removed for spring. Sweaters are good to fill in for play for milder days.

If the preschool child is the only one in the family, more money can be allotted to his clothing than if there were two or three children. Do not, however, buy suits and coats for six-year-old Jim with the idea that they will be handed down to John who is four. To always wear hand-me-downs may cause John to develop an inferiority complex or gain a feeling of insecurity. This danger to John's personality might be overcome if the garments can be changed in color or if new and interesting buttons can be added. Change the garment so that it will seem new to John. Do not economize to the extent that you affect the personality of the child. With two sons, who are each growing rapidly, garments that do not change in style, such as underwear, shirts, nightclothes, and socks, can be handed down without the younger son being aware of it. In the types of garments that do not change in style you will find a satisfactory field for hand-me-downs.

Cold climates require a greater outlay of money for clothing than warm climates. Take care to select the garments which are warmest, however, and thereby keep down the number required. In this way, the total expenditures can be kept at a minimum. Instead of a smooth tightly twisted yarn for a sweater, select a sweater with warm nap to be worn under lightweight, closely woven outer garments.

Many parents are heard to say: "Only the best is good enough for my Bill." Is this sound logic? Three-year-old Bill cannot be expected to know that his overcoat is made of the best quality herringbone worsted and, therefore, he must take special care of it. True, you want to instill a taste for these good fabrics but not at the expense of keeping the child from enjoying his clothes. Most children will come under one of two headings when told they must take care of a coat and not soil it or wrinkle it. They will either sit to one side and not enjoy the companionship of the other children in order to look after their clothing, or they will pay no attention to the admonition and enter into the play regardless of whether the coat gets dirty or torn. Either child is missing much and getting false conceptions. The child who sits around is unconsciously becoming unsociable, and the child who is allowed to ruin good clothes is learning to be extravagant and careless. Dress the child in clothes that are suitable for the occasion and that will withstand the wear and tear that a normal child will give them.

Even at this early age, the child should be given a chance to help plan for his needs and to help purchase his clothing. This does not mean giving in to every whim of the child, but, if there is a favorite color which is also a becoming color, let the child choose it. After the selection has narrowed down to two dresses, either of which would be a good buy, let Jane decide which she would like to purchase. Before she makes her selection, try to point out the good and bad qualities of each dress. When buying a winter dress, point out such things as whether the color will go with her winter coat, whether it has the pockets she has been wanting, or whether she will be able to button it herself. If Jane makes a selection she later regrets, she will not be able to blame anyone but herself, and she will be on her way to a more critical selection the next time.

Sometimes children may have to be permitted to buy something atrocious just to let them learn by a painful mistake what is good and what is not. However, the parent should see that any of the dresses from which Jane can choose will fit into her needs and will be suitable for her. Guide her in the choice of good color harmonies, too, by helping her to select a hair ribbon or socks which will go nicely with the dress.

By the time Jane is four or five, she can take stock of the clothes that she has on hand and will probably have some very definite likes and dislikes about certain of her dresses which will help her formulate ideas for future purchases. Mother must not give her the idea she can buy anything she desires, but perhaps discussing the need for a new dress to take the place of the one that she has outgrown would be a good idea. With careful guidance in selecting a dress that is not too fussy, a good dress can be selected that will be suitable for more occasions than parties and Sunday school. The taste of the coming young woman is being influenced if not formulated at this early age whether consciously or not; therefore, guide her in good taste. Let her help decide what she needs most, and show her that necessities must be purchased before anything else.

CLOTHES FOR HEALTH AND SAFETY

In the selection of clothing, the health and comfort of the child should be the first consideration. Clothes should be comfortable from the standpoint of material, construction, fit, design, and weight (Fig. 1). Children were once dressed as miniature grownups with small waistlines and feet. Both of these features were definitely harmful to the child's health. Squeezing feet into shoes too small and fat waistlines into tiny waists tended to hinder circulation of the blood and to slow down normal activity of the child.

For children's clothing to fit comfortably and not restrict or affect posture in any way, certain features should be watched.

1. Garments should be light in weight since heavy cumbersome garments cause stoop shoulders and awkwardness. Excess weight also tires the child at play.

2. The neckline should be low enough in front so that it does not rub or choke and should not be so high in back that it will pull the head forward (Fig. 2).

3. The shoulderline should be loose enough for freedom of movement but should fit well enough to remain in place and not slip around (Fig. 2).

FIGURE 1. *Sixty years ago children were dressed as these pictures indicate. It is not unusual that children of that day could not dress and undress themselves at an early age.*

4. The sleeves, both at the armscye and lower edge, should be loose and constructed so that they will not bind (Figs. 2 and 3).

5. There must be enough room through the hips and crotch to permit reaching and stooping without binding. Clothes that are too tight will not only hamper normal body activity but may also affect normal breathing processes and posture (Fig. 3).

6. Nothing about the garment should be tight enough to restrict the activity of the child or constrict the body and stop natural circulation. Elastic which encircles the leg or arm or which comes under the chin is dangerous. Elastic, when used, should be placed so that it goes only part way around a leg, arm, or waist (Fig. 4) and should never be tight enough to leave red marks on the skin. It is better to use a chin strap which but-

tons or snaps at one side of a bonnet rather than the streamers which tie under the chin.

7. Choose overalls and such garments for girls, as well as boys, to protect their knees and legs from the cold. When long trousers and

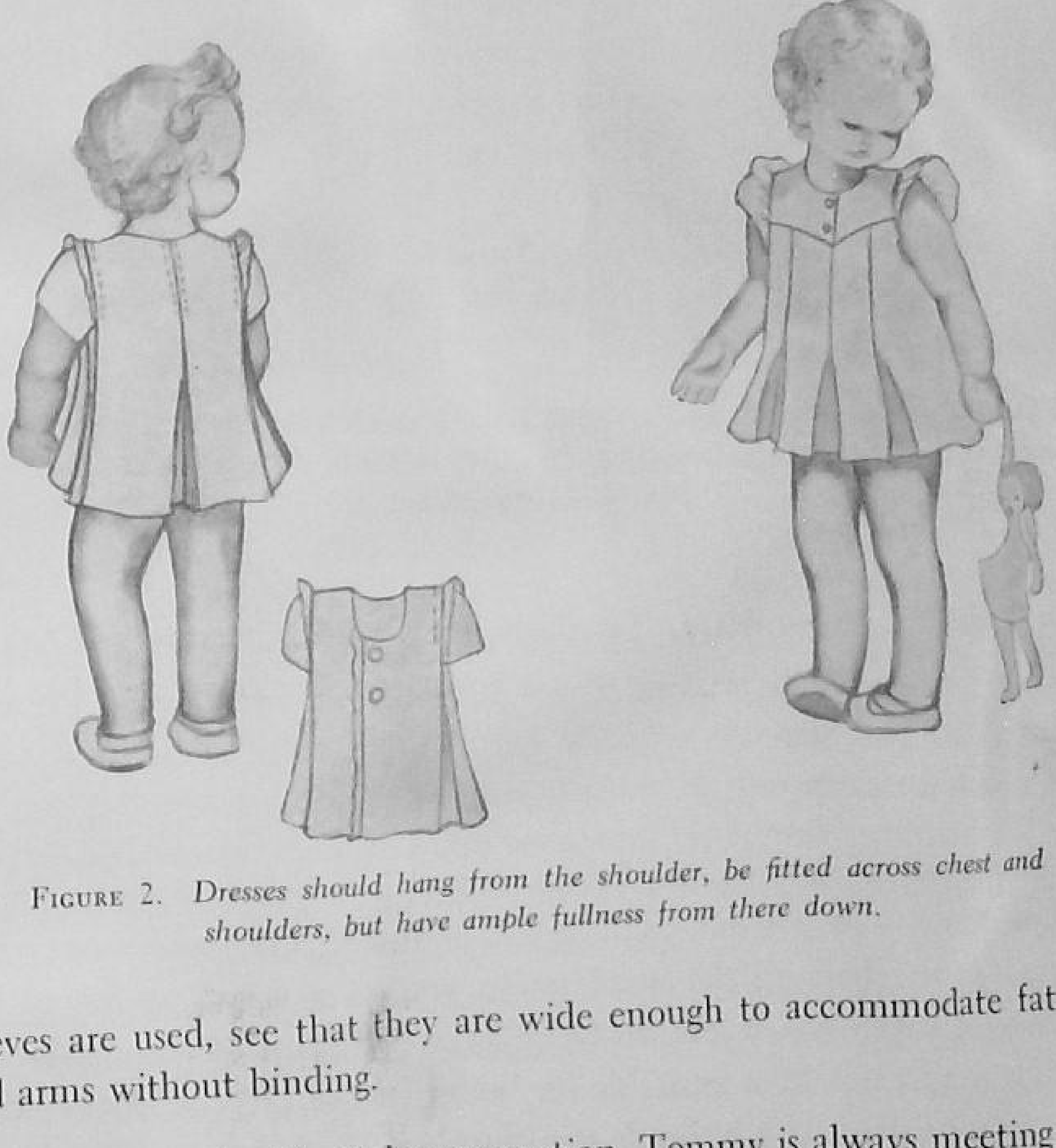


FIGURE 2. *Dresses should hang from the shoulder, be fitted across chest and shoulders, but have ample fullness from there down.*

sleeves are used, see that they are wide enough to accommodate fat legs and arms without binding.

At best, and with all due precaution, Tommy is always meeting with an accident. If certain precautions are taken in designing clothing, some of these accidents can be avoided. Tommy can easily catch his toe in an overall cuff which has been turned up to make it the right length now with the idea of letting it down as he grows taller. When trousers have an extra cuff turned up in this manner, stitch it down inconspicuously but securely to avoid accidents. Use stitches which can be easily removed

FIGURE 3. *This self-help dress of white piqué is dressy enough for Sunday's best and is well suited to the personality of the child wearing it. The pleats in back and front give extra fullness.*

when the cuff is taken down. Similarly, Jane, who is accustomed to playsuits and short dresses, may trip over a gown or kimono which is too long.

CONSTRUCTION

Seams should be soft and flat to prevent irritation and should be finished as securely as possible. Children's hems are better and more secure if they are stitched on the machine to prevent a finger or toe getting caught in a stitch which was made by hand and slipped loose. Machine stitching might not seem desirable for better dresses, but the line of stitching can be covered with a simple trim finish.

Pockets, too, often meet with accidents when they get caught on chairs or door fastenings as the wearer brushes past. Usually this type of accident results only in pocket injury and not bodily injury, but it does cause the garment to look old before it should. Pockets should be kept as flat as possible, and patch pockets should be stitched back at the top with diagonal stitching.

Fasteners should be harmless. Use rubber buttons when feasible. If buckles are used, select the kind that permits the belt to slip through without a metal tongue to hold it in place.

Although great care is taken in the construction of the garment in regard to the safety of the child, little has been done up to now with the fabric itself. However, measures are now being taken to protect the public against the fire hazards of certain textiles.

The materials used in children's clothing should lend themselves to satisfying the requirements of the temperature at the time. Aside from

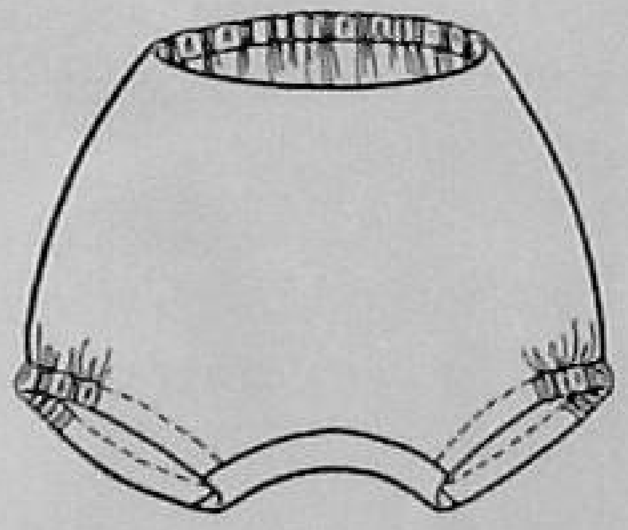


FIGURE 4. *This is a good design for little girl's panties to be made at home. A good proportion is: from top to crotch, down center front 11 inches and down center back 12½ inches. The crotch seam is 3½ inches, the side seam length is 8 inches, and the width of the panty is 17¼ inches. Have elastic only part-way around the legs and waist, for elastic should never completely encircle any portion of the child's body.*

meeting the needs of coolness or warmth, they must be sturdy, easy to clean and keep clean, and should not be irritating to the skin. A fabric which is ideal for health is one that will give comfort and protection to the body; in order for it to do this, it must be absorbent to take care of normal perspiration, and it must be porous to permit proper ventilation. Materials must make the garment sanitary from the standpoint of ease in keeping it clean as well as ease in cleaning.

Finishes for water resistance and crease resistance keep the garment from wrinkling badly and are a definite aid in keeping the garment from soiling easily.

Wool would be a happy choice as a nonconductor of heat or cold were it not for the fact that faulty laundry methods cause it to shrink and become hard and feltlike. However, the latter objection can be met by proper laundry methods (page 387) or by using a fabric which is a blend of wool and a more easily laundered fiber, such as silk, cotton, rayon, nylon, or aralac. Wool is now being treated with a finish which reduces shrinkage.

Since wool is the most hygroscopic of all textile fibers, it is desirable because of its capacity for absorbing perspiration, but it is also undesirable because of its power of holding this moisture. In their discussion of wool, Woolman and McGowan say: [1]

> It only absorbs moisture slowly, but dries slowly. The result is that it may become very damp, and while this does not prevent it from feeling warm in still air, in a draft of cold air the heat conduction is rapid and the body receives a chill.
>
> Silk is nearly as hygroscopic as wool, but it loses moisture much more rapidly. . . .
>
> Cotton, rayon, and linen are about equally hygroscopic, but linen absorbs more rapidly because of its greater porosity and capillary action, and dries most readily of any natural textile fiber. . . .
>
> In regard to the use of some of the new hydrophobic fibers such as nylon for next-the-skin garments, what they lack in power to absorb perspiration is offset in some measure by their cleanliness. . . . Such fibers . . . wash easily and dry rapidly.

Another disadvantage of wool for garments next to the skin is that in some instances it is irritating to the skin. Where wool undergarments are necessary to keep the child warm and have proved to be irritating to the skin, modified fabrics can be purchased. There is a material which is knit so that a layer of cotton comes next to the skin and a layer of wool is on the outside for warmth and additional protection. If this type of material is not available in your market, either by the yard or in ready-made garments, let the child wear a thin cotton shirt next to his skin and the wool shirt over this. This latter idea might prove the most practical since wool and cotton wash so differently. There is a fabric being made of chicken feathers which is very warm and nonirritating and may prove to be a good substitute for wool. However, unless wool is advised, cotton is preferred for under garments to be used with additional wool outer garments in the form of jackets or sweaters which can be removed as the temperature moderates toward the middle of the day.

[1] Mary S. Woolman and Ellen B. McGowan, *Textiles*, p. 325, Macmillan, New York, 1943.

Children should wear only enough clothing for warmth and protection against sudden changes in temperature. It is a well-known fact that two layers of a lightweight material are warmer than one of a heavier material. Too, the use of heavy or too many garments will encumber the active child (Fig. 5). Two lightweight outer garments also make it easier to regulate body temperature.

A fabric with a heavy nap on one or both sides furnishes good air space for extra warmth. To get maximum protection from the winter cold, choose material that is closely woven; for the summer reverse this, and select a loose-mesh material for proper ventilation to cool the body. However, whether summer or winter, garments worn next to the body should be of a loose weave or knit in order to provide proper body ventilation.

FIGURE 5. *A snowsuit made from water-repellent cloth of cotton and rayon, closely woven, is practical for mild climates. This suit was made at home and cost little.* BAILES STUDIO.

CLOTHES FOR INCLEMENT WEATHER

When the child is outdoors on rainy or snowy days, it is a saving to his shoes as well as to his health to have him wear rubbers or boots. Rubber footwear should be removed as soon as the child comes indoors. This will prevent excessive perspiration with consequent chilling which may lead to a cold.

Bright-colored raincoats should also be part of the wardrobe, for the raincoat itself protects from the wet, and the bright color protects against accidents on dark days. Raincoats should be made of either a water-repellent or waterproof fabric. If a waterproof garment is used, it should be designed to permit ventilation. Ventilation is provided through vents under the arms and under the collar and slits at the pockets. Avoid waterproof coatings which do

FIGURE 6. *This twill-weave rayon and cotton coat has a durable, water-repellent finish. The style and fabric are such that the coat could be worn for an all-purpose coat, thus eliminating the necessity of an additional coat for spring or fall.* DU PONT COMPANY.

not allow circulation and permeation of air. Waterproof coats should also be stitched with waterproof thread so that moisture will not permeate to other garments by means of the thread.

Little girls might be taught to carry an umbrella, but a rain hat to match the coat is the surest way to keep the head dry (Fig. 6).

PLANNING FOR THE INDIVIDUAL PERSONALITY

Children of an early age are influenced more by the clothes they wear than we sometimes realize. A child should be allowed to wear the clothes he enjoys to the extent that they fit the occasion. There are cycles when all little boys want to wear cowboy suits or military suits. Jim should be shown that the cowboy suit is all right to play in but that it is hardly the thing to wear to the city for the day or to wear to Sunday school.

If mother has made him a suit with lace and ruffle trim for dress-up occasions which is entirely different from his playmates' he may develop an inferiority complex resulting from the jeers and taunts of his friends. Jim will not want to and should not be forced to wear a costume entirely different from the other children's. It is believed that a child can readily be made into a bully or a sissy by the way he is dressed.

The personalities of the children should be considered before two in a family are dressed alike, even if they should be twins. The evidence of each child's personality is expressed in the clothing he or she chooses to wear. Usually each twin or each triplet has his own personality which would be evident if he were allowed to express himself. Identical twins should not be dressed alike unless they wish to be.

The merits of brother-sister outfits or the mother-daughter costumes have been widely discussed pro and con. If there is a strong bond between brother and sister, an occasional matching outfit will be appreciated and wanted, but otherwise they should be avoided. There was a close relationship and regard between Sue, aged six, and her younger brother which was strengthened even more when they were given a brother-sister outfit. This feeling of pride might have died quickly, however, if they had had many such garments. In most cases, you will discover that the

boy feels like a sissy, or you will find that the color or the design suited to one just does not suit the personality of the other. When choosing clothing, consider each child as an individual.

As for the mother-daughter outfit, few designs are suited to each of such divergent ages. Fabrics that are suited for mother are too old and sophisticated in design or of the wrong color for daughter. In spite of this objection, however, the daughter often derives a psychological value from having something like her mother's. To satisfy this desire on the part of the daughter, the subject can be approached in three ways:

1. The design in the material itself can be proportioned to the figures. For example, in Fig. 3, Chap. 8, the large block would be in proportion to the mother's figure and the small one for the daughter.
2. The same material, if suitable, can be made into styles suited to the age and proportions of the two different figures.
3. Garments for each could be constructed from the same material and by the same design if they are for play clothes or work clothes. For example, mother-daughter pinafores, aprons, shorts, or slacks would be quite satisfactory.

Children should be dressed for the occasion. When they are to play, they should be dressed to enjoy it to the fullest without having to give their clothing a thought. If it is necessary to keep pulling on a shoulder strap of a sunsuit or overall, or if a suit has been outgrown and binds, the child cannot play as freely as he should and often develops an ugly disposition.

Each day, three-year-old Gay was dressed up and sent to nursery school with the admonition not to get dirty or ruin her dress. Gay sat by herself and would not enter into the games with the other children. She was definitely unsociable and was seemingly very shy. At one time, because of an accident, the pretty dress had to be removed and a playsuit took its place. Gay became a different child; she quickly entered into the play with as much spirit as the other children and definitely enjoyed their association. She had been missing much from nursery school because she was afraid to get her dress soiled. Children of this age should be encouraged to play freely since physical activity is necessary for normal

growth. Play develops muscles and a sense of sociability that should not be restricted by clothing. Let the child be comfortable while playing; let him get dirty without fear of being scolded, for it is the natural thing while playing.

When the occasion warrants it, the child should be dressed up. It will be found that most children take on a sense of pride when they are dressed in their best and become little ladies and gentlemen.

READY-MADE AND HOMEMADE GARMENTS

For years, the broad statement that it is cheaper to make clothes at home than buy them ready-made has been made without any further thought as to the truth of the statement. It is true that when considering some items of apparel there could be a great saving if they could be made at home, but many things must be taken into consideration before the job of making clothes at home is undertaken. Ask yourself questions like these.

1. Can I sew well enough to make the garment satisfactorily? Dresses and suits for this aged youngster must not be so different from their playmates that they will look queer and evoke taunts and jeers. There are some things, however, that even the inexperienced person could make satisfactorily, such as simple night clothes and slips.

2. Can I sew well enough not to spoil the material and waste money rather than save it? One of the biggest savings is in the outer garments of this age, but can you tailor well enough to make an overcoat or suit?

3. Do I have the time to sew, or will I be neglecting some of the duties necessary toward the training of my children?

4. Do I enjoy sewing, and does my child show pride in wearing things I have made?

5. Are there good ready-made clothes available in my community?

6. Will anything be gained by my making the garment? Even though it might be a little cheaper to make a garment, would the ready-made garment be more desirable? Such items as boys' knitted underwear and girls' knitted panties are sometimes more desirable than home-

made ones made of woven material. Price is not always the only consideration. Comfort is essential.

7. For the amount of money I have to invest, can I make a garment having better design qualities than the one I would have to purchase? Most of the moderate to inexpensive dresses, for example, are often too elaborately decorated. The one you make might be in much better taste for your child. Figures 1*a*, 6*a*, and 7*a*, Chap. 8, are examples of dresses found on the market at popular prices. Notice the amount of decoration that has been put on these little dresses. When studying the market, you will find that almost always a well-designed dress is in the expensive bracket. In this case, if you want to be economical, it would be much better to make the dress at home.

8. When you can sew, you can usually make garments that have better material and construction than those found on the market for the same price. This is especially true in the lower price ranges.

9. Self-help features are not always found in ready-made garments, especially outer garments. During this period of training it might be preferable for you to make all the dresses or suits so that they will be made along the same style to avoid confusing the child.

10. Garments that are strictly seasonal, such as snowsuits, can be made more cheaply at home. Figure 5 shows a snowsuit made from water-repellent material for $3.80. Water-repellent fabrics can be purchased by the yard from drygoods counters and mail order catalogues.

FABRICS

Fabrics suitable for children's clothing must be sturdy and easily cared for. A good-quality fabric with a firm weave that will not wrinkle or get dirty easily is desirable. The texture of the fabric should be soft and should not require starching.

A fabric made of *tightly twisted* and *closely woven* yarns makes a more durable material and one more easily kept clean than a loosely twisted and loosely woven fabric. When buying material or garments, if they are held up to the light the closeness of the weave can be seen as well as the conditions of the yarns themselves. The yarns that are fuzzy are

usually not so tightly twisted as those that are smooth. However, do not let the sizing which is used to make the material seem more firm or the fibers less fuzzy fool you. Fabrics which have about the same number of yarns in the warp as in the filling are more durable than those which have a larger proportion running one way. Yarns made from *long fibers* are also more durable than those made from short fibers. Such terms as "combed" or "Sea Island" found on cottons and worsted used with wools indicate longer fibers. If no terms are found on a label you can examine the length of the fibers by untwisting one or two of the yarns and pulling out some of the fibers. The longer fibers which are made into tightly twisted yarns are not only more durable but will also tend to withstand wrinkles and dirt better.

The same qualities are not desirable for under garments, however. Under garments should be made of loosely twisted yarns so that they will be more absorbent. The fabric should have a loose construction to allow good ventilation.

As for the various *weaves*, if fabrics alike in all respects except weaves could be compared, it would be found that the twill weave would give the best wear. Therefore, when selecting play clothes or materials for such garments as overalls and coveralls, purchase a fabric like cotton, covert, or denim which is made of the twill weave. A plain weave is also strong and would be second in such a comparison.

Fabrics should hold their shape while being worn. Loosely woven materials are likely to stretch out of shape, especially after they are laundered. Sizing is sometimes used to camouflage loosely constructed material, and the excess sizing is removed with laundering, revealing a flimsy material.

Since it is necessary for children's clothes to be washed frequently, they should also be made of material that is *colorfast* to laundering as well as to sun. Clothes that fade when washed look old long before they really should be discarded.

Children outgrow their clothing rapidly enough without making garments from materials which shrink the first time they are washed. Buy materials or garments that are labeled *preshrunk*, Sanforized, or some

similar term which means that there is a low percentage of shrinkage (see page 209).

Some materials are labeled washable without giving any information about being preshrunk or Sanforized. When this is true, take time to shrink the fabric before making it up so that you will have a satisfactory washable garment. If the garment is ready-made, be sure that it is labeled washable, and then follow the instructions for laundering which usually accompany such a label. Wool and some rayons require special care when laundered. These directions are outlined on page 387.

Cotton is the most popular fiber for children's clothing since it is so easily cared for and comfortable to wear. Cotton can be worn for all occasions; the heavier cotton materials can be used for play clothes and for winter wear and the fine cottons, such as organdy, voile, and dimity, for a party dress.

Such materials as cotton crepe, seersucker, and cotton knits do not require special care in ironing. With some styles of garments the ironing process can be omitted entirely, but usually a little pressing is needed around the neck, sleeves, and hem. The narrow-wale corduroy is washable and does not require careful ironing. This, plus the fact that it is warm, makes corduroy ideal for play togs.

DESIGN PLANNED FOR GROWTH AND LONGER WEAR

Buying garments that are too large with the idea that the child will grow into them is false economy and is psychologically bad for the child. A garment bought large enough to be worn several seasons will look strange on the child when he first starts wearing it, and, before it becomes the right size to look well, it will probably look old and faded. Clothes that are too large are likely to make the child look clumsy if they do not actually make him become clumsy. Overalls rolled up at the bottom may cause a hard fall if a heel catches in the cuff when he is running and playing; dresses or coats that are too large will hang off the shoulders and may cause the child to become irritated from pulling at the garment. Also, clothing that is too large, is likely to bring taunts and jeers from thought-

less playmates and give the child an inferiority complex. A saving which impairs the development of the child is not a wise one to make.

However, there are some features which will permit longer wear during this growing period and yet will not give the effect that the garment is too large.

Allowance for Growth in Height

Since most of the growth during this period is in length, plan for lengthening the garment in the following ways:

1. A pinafore made with adjustable straps and a large hem will permit lengthening both above and below the waistline to keep it in good proportion. Likewise, make boys' trousers with adjustable straps and larger hems which will permit lengthening. In the trousers, the strap lengthening is most important in order to let the crotch seam fall where it will not bind.

2. Skirts and trousers made to button onto blouses afford another opportunity for lengthening. If the blouse is made four or five inches longer than usual it will permit room for the lowering of the buttons as the child grows.

3. Girls' dresses may be designed with tucks in the skirt with the idea of letting them out to give additional length. Groups of tucks gradually increasing in width toward the bottom are very attractive. When this plan is used, however, some forethought should be given to keeping the blouse in proportion to the skirt. The blouse could be made longer than necessary, and the excess length could be laid into a tuck under the waistline until needed. Another method of lengthening the blouse is to add a yoke of a contrasting color at the top. In this way, gradually broadening shoulders could also be cared for. The coat in Fig. 7 has been lengthened by the addition of a yoke and cuffs.

FIGURE 7. *Here is an attractive coat design for lengthening an old coat and broadening it across the shoulders. A cuff can also be used to add length to a sleeve.*

4. Figure 8 shows a dress design which can be lengthened by the addition of contrasting bands. Repeat the color and texture of the contrast in the drawstring at the neck and sleeves. Also keep a pleasing proportion by using a narrow strip of contrast above the wide strip at the bottom. This also keeps the dress from having a "tacked-on" appearance.

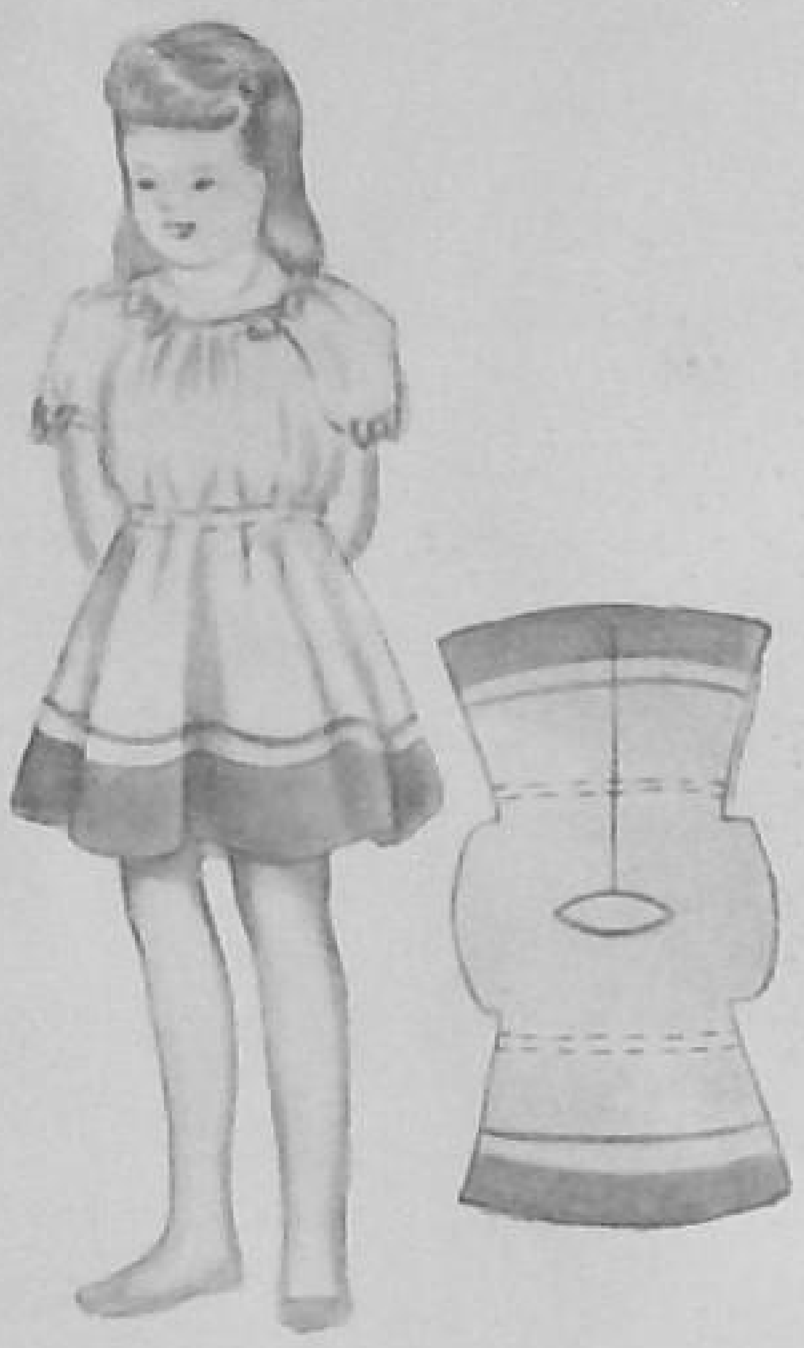


FIGURE 8. *The arrangement of contrasting bands at the bottom of this dress offers a suggestion for lengthening dresses that are too short but that still fit across the shoulders. Another desirable feature of this dress is the fact that it can be flattened out for ironing. Make sure that the tie is long enough for the circumference of the dress when it is flattened out. Fasten the tie securely in one place to keep it from sliding through the casing during the laundry process.*

Allowance for Growth in Width

The gradual growth in breadth of shoulders and hips can be taken care of in the following ways:

1. Garments, such as coats, snowsuits, and bathrobes, can be worn longer if they are made with raglan sleeves. Where normal armscye seams have been used in a garment that a child has outgrown, a pinched-in effect in the shoulders results.

2. Girls' dresses and boys' shirts can be made with kimono sleeves to achieve the same effect as the raglan sleeves. They can be cut off later and used for blouses with jumpers or can be worn under slipover sweaters in the winter.

Provision for Longer Wear

Children's garments usually wear out in the same places time after time. These spots of wear may be reinforced as follows:

1. The life of garments could be lengthened if the places that get the hardest wear are reinforced before the garment is worn. For example, if on overalls or coveralls a patch of an interesting shape is stitched on the

under side of each knee, and under the seat where the wear is hardest, the life of the garment can be lengthened (Fig. 15).

2. If the crotch seam or the area around the crotch seam is reinforced on play clothes and under garments, longer wear will result.

3. Edges that will receive the hardest pulls and tugs should be reinforced with facings, with bindings, or with several rows of stitching. If done well, these can also be decorative.

Made-Overs

PSYCHOLOGICAL EFFECT

Made-over garments often give a youngster the same complexes that "hand-me-downs" do unless the garments are given new style as well as new life. Do not have the "new" garment so unimaginative that the child will be made conscious that it is an old garment made over for him. If thought is put into the planning and the garment is completely changed, there is no need for the child to be embarrassed when wearing it. Crawford's mother made the overcoat shown in Fig. 9 from an outdated skirt. It was a dark-blue twill wool of a good weight for a coat to be worn in the fall and spring when a light wrap is needed. The coat was made with the raglan sleeves to allow room for growth or for a sweater to be worn underneath when the weather warranted. The coat pattern was placed as shown in Fig. 9. You will notice that the little collar had to be lined with the coat lining material rather than with another layer of the wool. The lining was purchased new in this case. This garment was so entirely changed that the child never knew that the material was not purchased especially for his coat.

In many instances, however, little boys are proud to wear a little suit or overcoat made from Daddy's or the little girl to wear a coat or jacket made from one of Mother's. In such cases, it is still necessary to change the style of the garment to suit the age of the young child.

SUITABLE MATERIAL

The preschool age is an ideal age for making garments out of an older person's outgrown or outdated garments, for these children's clothes require little material and are simple to make. One thing must be kept in mind, however, and that is to be sure that the material is suited in color, texture, and design to the age of the child. For example, Mother's outdated plaid tweed coat would be too large in design and too coarse in texture for four-year-old Sarah. However, her French serge suit could make an ideal spring outfit for Sarah if it were trimmed with white piqué or a pastel linen. Too, some materials, such as velvet, satin, chiffon, and taffeta, which are worn by

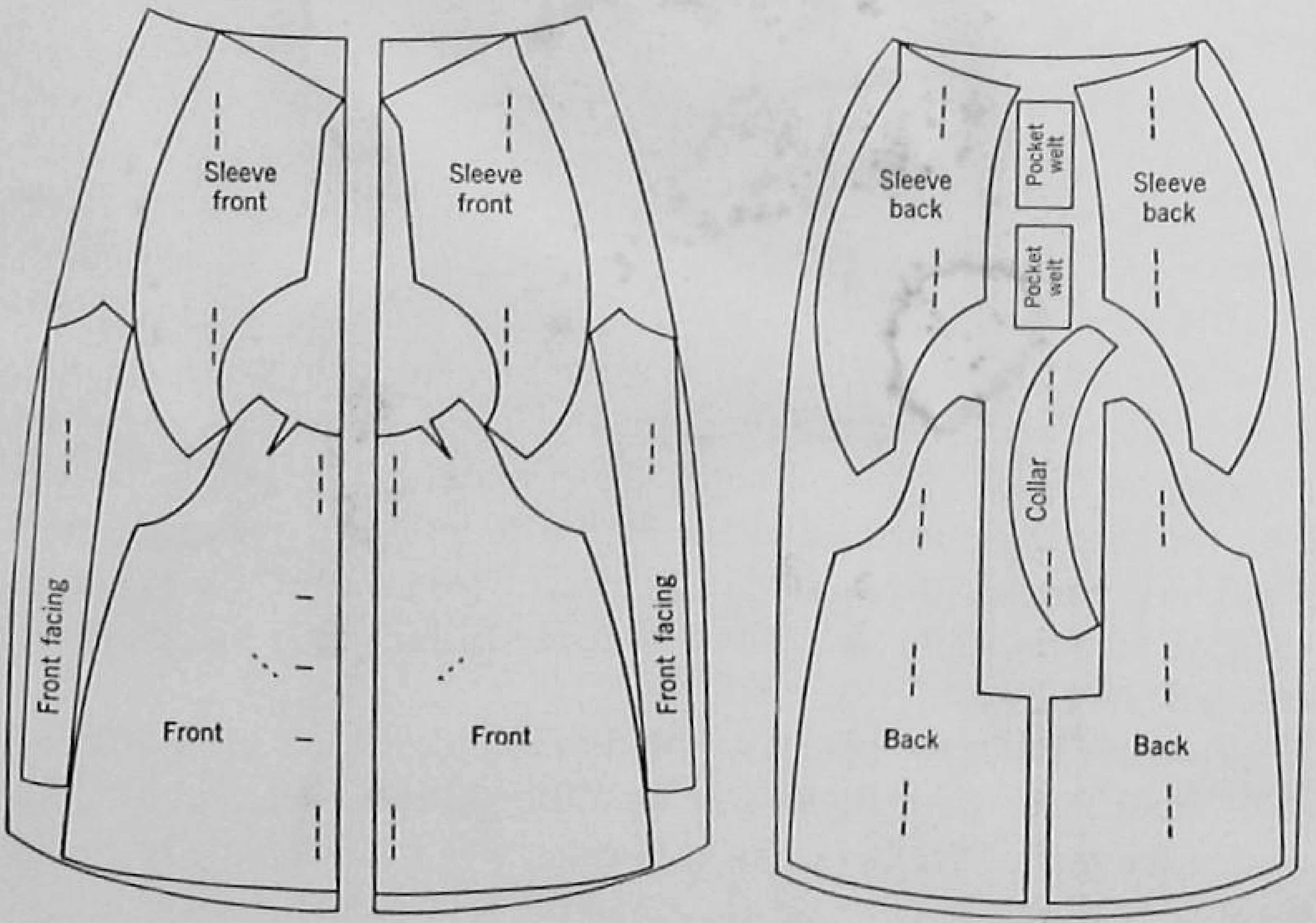


FIGURE 9. *An overcoat made from an old skirt. The layout shows how a little boy's overcoat was cut from his mother's skirt. The skirt was a 1936 model.* BAILES STUDIO.

adults, just are not suited for children's wear. The snowsuit shown in Fig. 10 is made from a coat. You will notice that the plaid is almost too large for a boy of this age; therefore, it was wiser to make it into a snowsuit which is intended for play rather than into an overcoat.

Before spending time and money in making over old material, be sure that it is worth your effort. Before shirts are made into other garments, test them for durability by pulling the material between your thumbs. The good sections of several shirts of the same material can be combined into a single garment and then dyed. Or, two shirts differing in color might

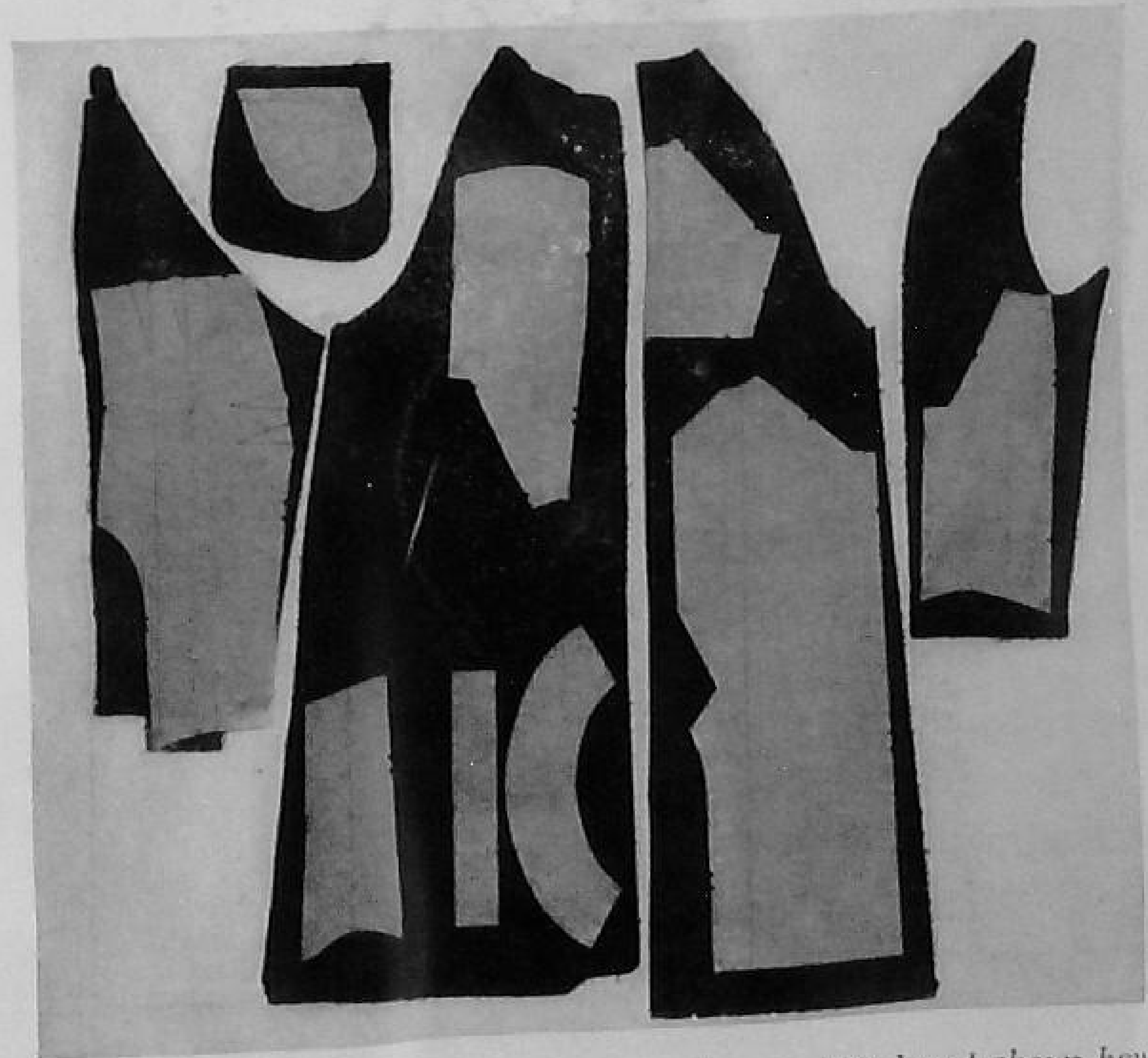


FIGURE 10. *This snowsuit is made from an old coat. The layout shows how the pattern is placed to avoid slashes caused from pockets.* U. S. BUREAU OF HUMAN NUTRITION AND HOME ECONOMICS.

also be used together by letting one serve as a trimming for the other. However, be sure the material will wear long enough for it to be worth the time and any additional money spent on it.

Some Suggested Designs

Figure 11 shows a sunsuit and bonnet made from the best parts of two shirts, and Fig. 12 shows a dress made from a man's shirt. Shirts that are worn around the collars and cuffs and therefore look shabby can be made into pinafores, slips, bibs, and little boys' shirts, but they are not advisable for night clothes since there is too much pull on the material.

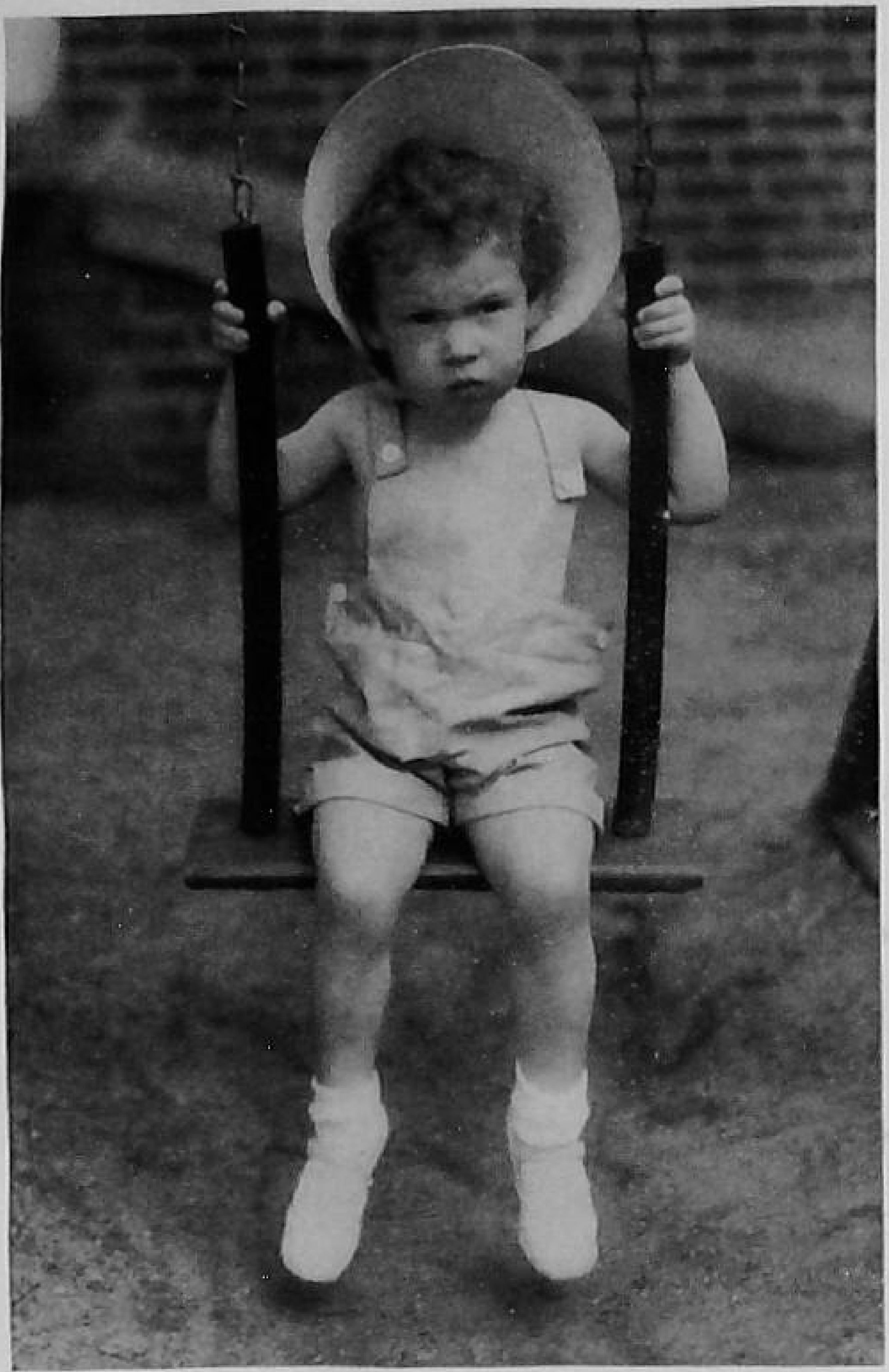
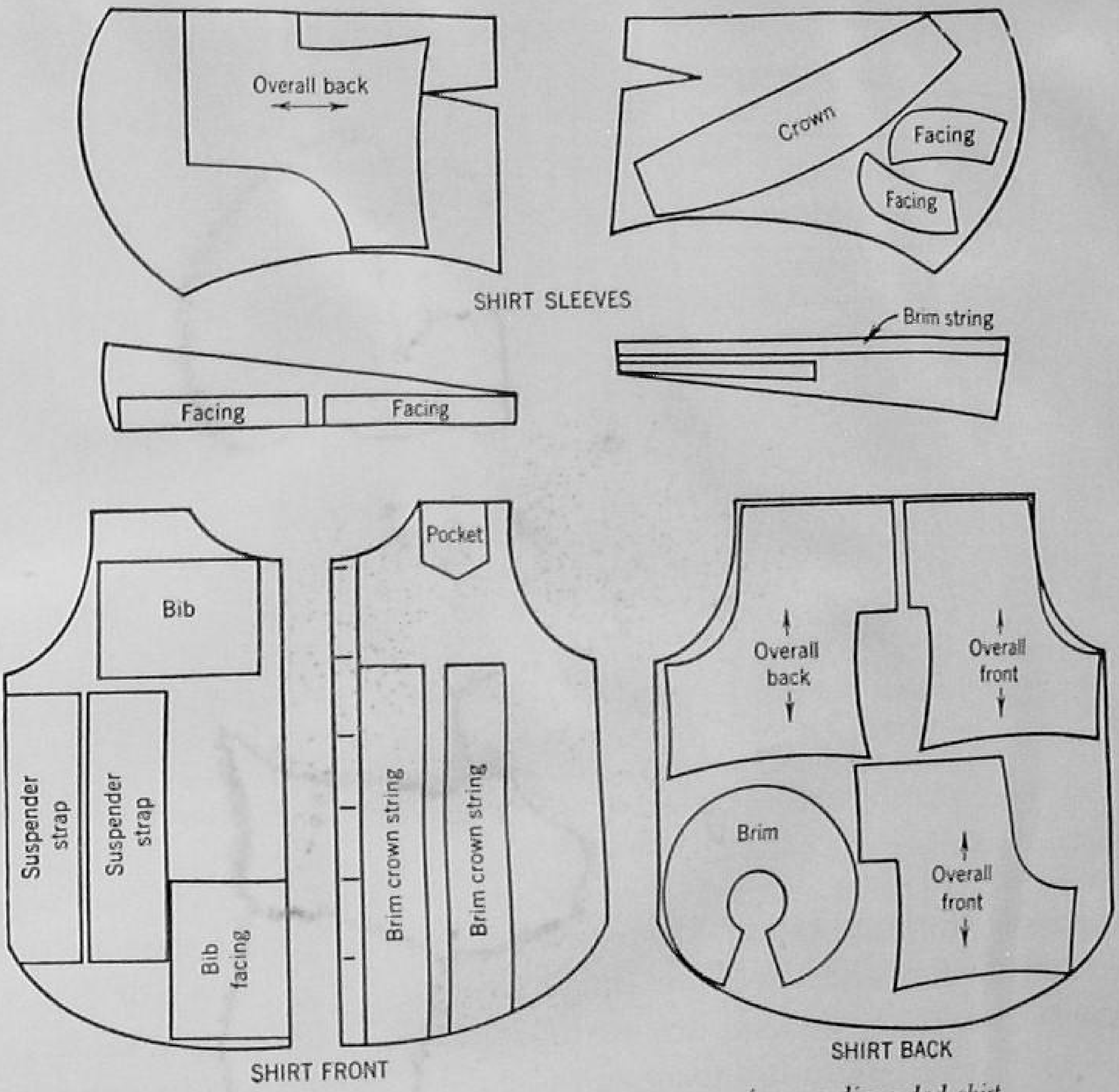


FIGURE 11. *Sunsuit and bonnet made from two old shirts. The sunsuit and top of the bonnet are made from a blue shirt, and the bonnet lining is made from a white shirt. Fasten the bonnet with a button rather than a bow.* BAILES STUDIO.

Dad's discarded knit union suits may have enough good parts left to make training pants for Jim or Mary. Several discarded knit undershirts can be combined into a gown or warm winter shirt or slip.

The Bureau of Human Nutrition and Home Economics, United States Department of Agriculture, has shown suggestions for knitwear make-overs in their bulletin by that name.[2]

[2] "Knitwear Make-Overs," United States Department of Agriculture, *Bulletin* 575.



How to cut the sunsuit, shown on opposite page, from a discarded shirt.

Designing the Preschool Child's Clothing

SELF-HELP GARMENTS

One of the most helpful ways in developing a child's coordination is to train him in the processes of dressing himself. Since the muscles in the fingers and hands are about the last to develop, they should be aided by giving the child small tasks to do with his hands, such as coloring, putting large simple puzzles together, buttoning clothing, and lacing shoes. Skills of walking and running are developed long before the child is able to do

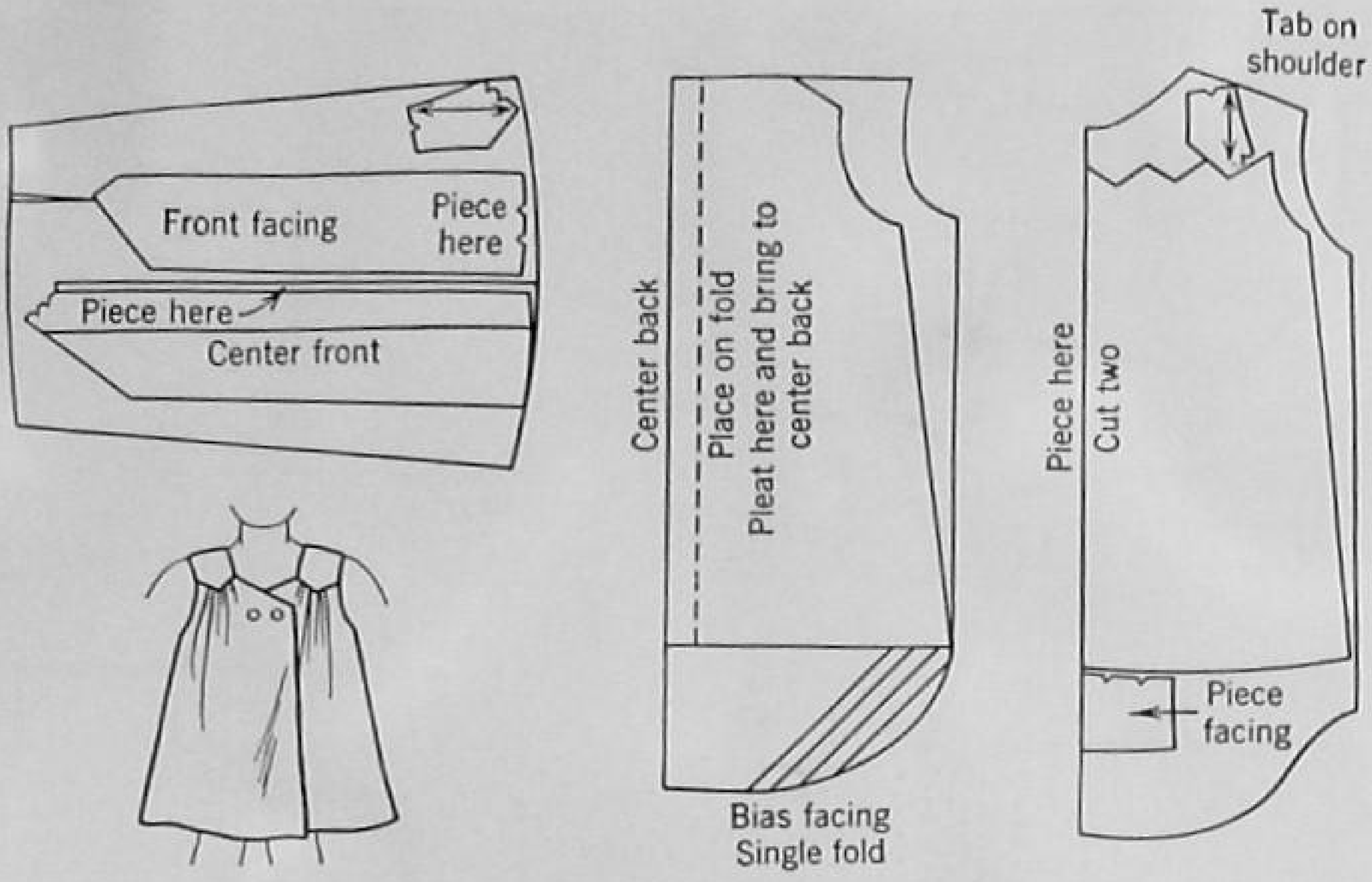


FIGURE 12. *Men's shirts that become worn around the collar and cuffs but are otherwise strong can be made over into children's rompers, sunsuits, or sundresses, such as the one sketched. The layout shows the method of placing this particular pattern to best advantage.*

these more intricate tasks. The muscles in the hands and fingers are not completely developed until the child's sixth birthday, so do not expect the two-year-old to do tasks that are too intricate. John can put his shoes on long before he can lace them up or tie them, and he could remove his shoes and socks long before this.

When you first start training Jane in the art of dressing herself, you must be willing to spend a great deal of time each day with her, for the process is slow. You will reap your reward later. Do not encourage Jane to dress herself for several days and then get in a hurry one day and dress her yourself. This only leads to confusion and tends to undo all that has gone before.

On leaving babyhood, the child enters a period where he instinctively wants to do things for himself. Make use of this desire and start training him in the useful art of dressing himself. Some children can dress themselves at the early age of two. That is, they can put on their garments if they are designed to be easy to get into. Children cannot be expected

FIGURE 13. *A lightweight suit discarded by father makes a nice dress for daughter, as illustrated here. When planning a dress from a suit, use a pattern with several small pieces, such as you see here. Lay all the pattern on the pieces before cutting anything out. Patience is often required in order to get all the pieces on the proper grainline.* U. S. BUREAU OF HUMAN NUTRITION AND HOME ECONOMICS.

to tie knots, fasten buttons in the back of dresses, or any other similarly difficult tasks.

Even before the child can walk and talk, he can be taught to identify the parts of his clothing. If the mother will take time to name the items of clothing as she takes them off and puts them on, her child will soon be able to identify each article of clothing.

After the garments have been unfastened, permit the child to remove those that come off easily. Most children enjoy doing this for themselves. Soon after teaching the child to remove his clothing, start to teach him to put his clothes where they belong. Soon after the child learns the articles of clothing and where they go, he is ready to start dressing himself. It will mean endless patience on the part of the adult who is lending assistance, for the child is experiencing a new and difficult task.

Bailes Studio — Virginia West

Figure 14. *Dresses opening all the way down the front and fastened with only a few buttons are easy for the child to get into by herself and fasten. Sunsuits may be self-help if all the fasteners used on the suit are in front in easy grasp of little hands.*

At first Jane or Jack can do little more than get their arms in the armholes while the garment is being held for them. Socks and training pants are among the first articles of clothing to be put on alone. Later, if a simple dress or shirt is unbuttoned and laid on a chair or bed, the child should be able to put it on unassisted. After looking at the expression on Betty's face in Fig. 14, you can readily see that she is learning to think and concentrate on the task at hand. If the buttons are large enough to be grasped easily, the buttoning process will follow naturally.

Each new experience makes the child more independent and self-confident and helps him develop judgment. His personality is being developed as he grows physically. This early training gives him a feeling of greater security and independence.

Since training children to dress themselves is so helpful in developing them, parents should feel an obligation to furnish clothing which will be as easily managed as possible. In order to aid in this early training and

in order to keep from confusing the child, the following suggestions on designing and selecting clothing are offered:

1. The garments must be kept simple and easy to manage.

2. Until the habit of dressing is firmly established, keep to one general style with the opening always in the same place. Putting on a dress that buttons in the front one day and another that buttons in the back

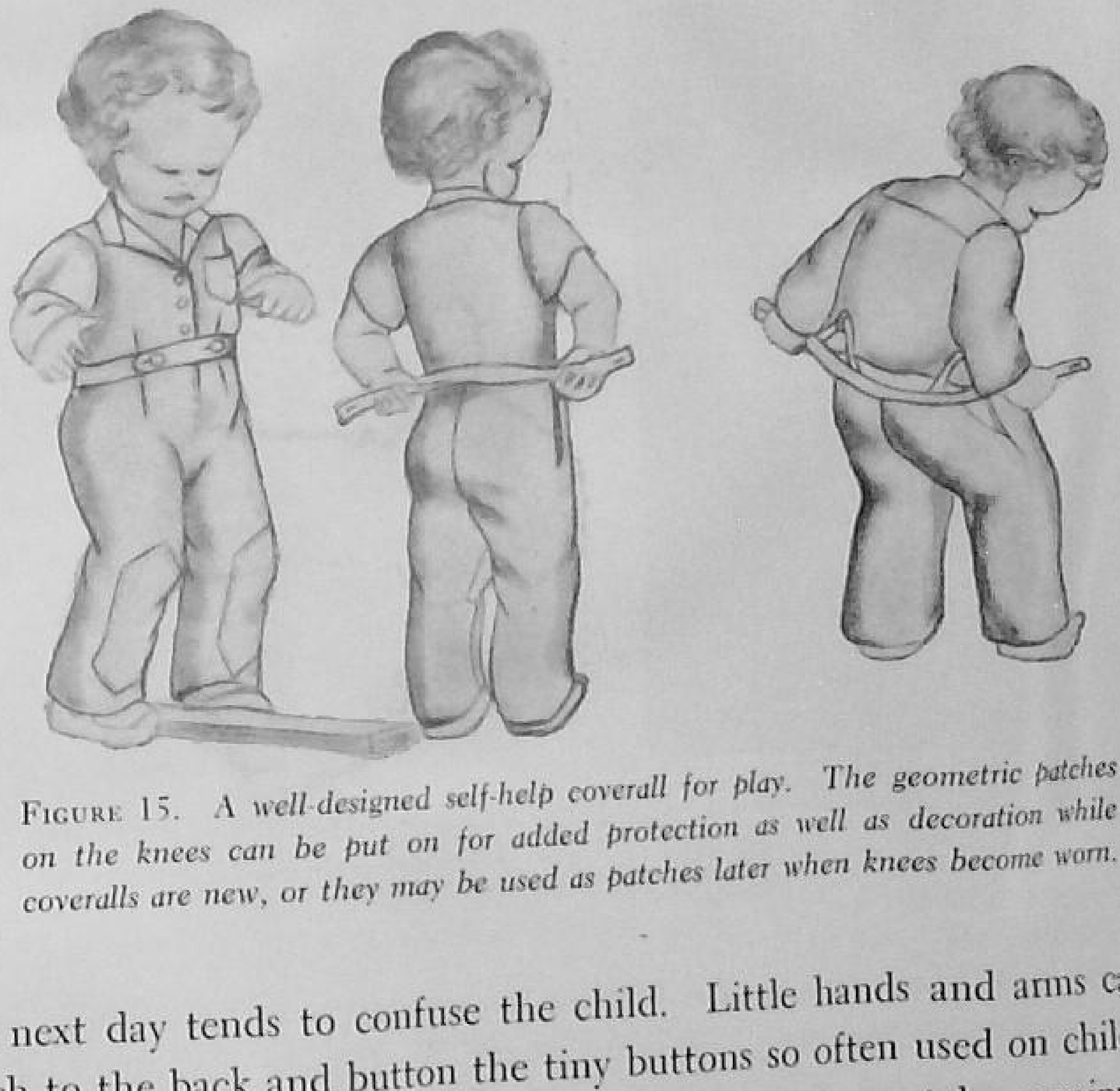


FIGURE 15. *A well-designed self-help coverall for play. The geometric patches on the knees can be put on for added protection as well as decoration while coveralls are new, or they may be used as patches later when knees become worn.*

the next day tends to confuse the child. Little hands and arms cannot reach to the back and button the tiny buttons so often used on children's clothing. Back drops in pajamas and underwear cannot be manipulated by the little girl or boy.

3. One-piece garments are much easier to get into than two-piece ones (Fig. 15). Figure 16 shows a well-designed dress for this early age. If the little boy's suits are two piece, button the shirt and trousers together to make a one-piece suit before giving it to him to put on.

4. Clothes should not only be fastened in approximately the same place, but also the same type of fastener should be used. If Jack has buttons on his shirt, buckles on his overalls, and a zipper on his sweater, he will become discouraged before he is able to fasten each. Let him master one kind of fastener at a time. Most children can manage buttons from the size of a nickel to a quarter better than any other fastener. A button of this size is easy to grasp and hold onto until it is pushed through the

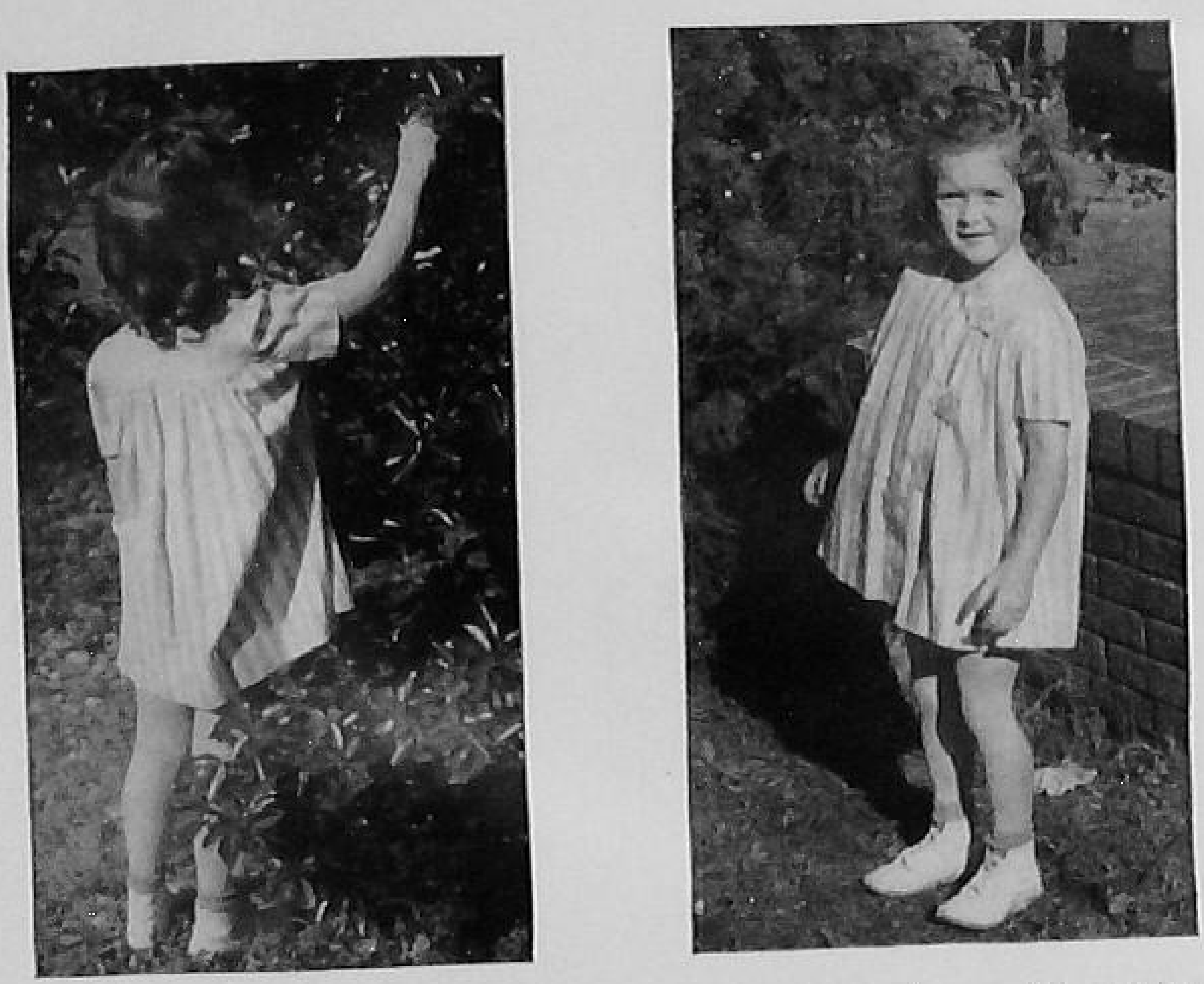


FIGURE 16. *A self-help dress made from striped chambray. The stripes are almost too wide for this age child, but they have been used successfully in designing the yoke for the dress.*

buttonhole. Also, this sized button necessitates a buttonhole large enough to be easily found. Buttons made into fancy shapes please the child when used for decoration but make the process of fastening the button much more difficult. Use a round flat button that is grooved so that it will not be too slippery for the child to grasp.

Have as few fasteners as possible. A child can button her dress much more easily if she has only one or two buttons to deal with than if she has buttons all the way down the front (Fig. 16). It is difficult for her to get the proper button in the proper hole when there are so many.

Bows on the backs of dresses cannot be tied by the child until she becomes almost too old to wear them. Sashes look nice while tied, but the active child should not be worried about keeping them so.

Slide fasteners are easy to use if properly placed but are not practical for all purposes. It is not always advisable to use slide fasteners during this early period of training. If a slide-fastener opening has to be made so small that it creates a problem in dressing, it should be avoided completely. Slide fasteners should not be used where they are likely to pinch the skin or get caught in other clothing while being fastened.

FIGURE 17. *This is a well-designed self-help dress in that it is one piece, the front is discernible from the back, and there are no fasteners to bother with.*

5. Garments should have good-sized armholes and sleeves for ease in dressing as well as for comfort during play. Neither tight bands nor elastic is desirable. Butterfly sleeves and yoke (Fig. 17) permit freedom for arm movement.

6. Keep the trimming on clothing as simple as possible. Ruffles, lace, and ribbons only tend to confuse the youngster when dressing and tend to get in her way when at play.

7. Separate belts are a nuisance for the child just learning to dress. If Jack wants a belt on his suit, either have it sewed all around or fastened at the sides so that it will always be in place.

8. Wherever it is possible, the design should be such that no buttons or fasteners are necessary on the garment (Fig. 17). For example, training pants can be made with elastic across the back. In this way they are easier to pull on and to take care of at the toilet. Elastic can be used across the back of pajamas too instead of the buttoned back drop (Fig. 18). When elastic is used in any garment, make sure that it is not so tight that it causes red marks on the skin.

9. The back should be easily distinguishable from the front if the young child is to be expected to get into his clothes correctly. If his garments always opened in the front, the task would be easy. Some very noticeable mark should be used which always means "front" to the child, especially on garments which slip over the head.

FIGURE 18. *Self-help pajamas with only one button. The drop seat is amply full and is held in place with elastic. Raglan sleeves allow for ease and growth.*

At the age of two, if proper clothing is provided and if proper interest is developed, a child should be learning to put on most of his garments. This does not mean, however, that the mother can leave him and expect him to do it all himself. She will have to be near by to lend a hand if the going gets tough. Do not ever let him get angry with his clothing as Jim did. When trying to put on a slipover sweater one day, Jim ran into difficulties in getting the sweater on correctly. Before help

arrived, the sweater was thrown across the room in a fit of anger. From that time on Jim would not claim ownership of the sweater.

At about the age of three, a child should be able to dress himself, except perhaps for tying his shoes. It is at this point that the mother begins to reap the reward of freer time and less responsibility. She begins to see that all the time and effort spent on this one phase of training her child has really saved her much in the long run. Careful designing of garments is still necessary, however, or the child will have to depend on someone older to button back buttons, tie sashes, and buckle overalls.

By the time your child has reached the age of four or five, he should be able to dress himself completely, even to doing such tasks as fastening front buttons and lacing shoes. The children in the nursery school have more trouble in knowing which shoe should go on which foot than anything else. A second problem is to tell the front from the back of slipover garments, such as slipover sweaters.

You will find that, after your child achieves the art of dressing himself, he will go through a period of carelessness. At this time, special attention must be given to prevent shabby habits from being developed. Remember that "resourcefulness is learned through accomplishment, but slothfulness is learned through neglect."

A special closet should be reserved for the child and he must realize that it is his responsibility to keep it in order. For the tiny tot, keeping it in order simply means to hang up the things that need hanging and put shoes in their proper place but does not include keeping it clean. If this young child is to be expected to put his clothes away, he will have to be provided with rods placed low enough for his short arms to reach; hangers small enough to slip his clothes onto easily; and shelves for his hats, shoes, and other small items (Fig. 3, Chap. 10). The rods should be movable so that they may be raised as the child grows taller. Perhaps a shoe rack or a shoe bag placed low on the closet door just like Mother's and Dad's will inspire care of shoes. Low hat stands, such as those shown in Fig 16, Chap. 3, are good for the little girl to keep her bonnets on. Low, easily opened drawers for underwear and socks are necessary if the mother expects the child to put them away. Doing even these small tasks will give

a child a sense of personal adequacy and a feeling of pride in achievement. Early training in care of clothing develops responsibility, independence, and good habits which will be an asset throughout life.

Self-help Bib

The Bureau of Human Nutrition and Home Economics has designed a self-help bib. This bib provides another means of letting the child learn self-reliance early.

The bib is easy to make. It is 12 by 18 inches in size; this makes it large enough to cover and protect the entire front of the child. The bib should be made from any absorbent material, such as linen toweling, crash, or terry cloth. If the material is thirty-five or thirty-six inches wide, three bibs can be cut from one half yard of material.

After the bib is cut and shaped for the neck, bind the sides and lower edge. Leave about one inch of the binding extending out on either side. This will be used later for eyelets if bone eyelets cannot be found and to hold bone eyelets in place if they are used.

After the sides have been bound, the neck edge is finished with a bias binding which extends into strings about nineteen inches long at each side. After these are stitched, they are run through the eyelet on the opposite side. Now tie a large bead or bone circle to each end so that the child will have something to grasp in order to pull the cord.

As the bib is put on, the neck opening can be pulled out so that it slips easily over the head. Then the child can pull the bib in place by pulling on the beads. When the bib is ready to be removed the child can pull on it to release it. When first training the child to use this bib, have it folded at his place at the table so that he can take hold of the upper part and easily put the tapes over his head.

Buying Children's Clothing

When purchasing children's clothing many things should be taken into consideration in order to get a full return for the money spent. Some of these considerations are discussed on the following pages and may be

applied to either ready-to-wear or homemade garments. The subjects are not discussed in their order of importance.

COLOR

Children, as well as grownups, should be dressed according to their personal coloring and their personalities. It is never too soon to start training a child in the discriminating choice of color and design.

Because children usually have soft, smooth, delicately colored complexions, the colors worn by them should be soft and subdued. For a pre-school-aged child, it is best to select a soft peach color rather than a harsh orange, frosted yellow rather than bright canary yellow, aqua or powder blue rather than bright or royal blue, soft shades of green rather than kelly green, and dusty pink and rose rather than the bright reds.

Consider your child's personality. A vivacious child may wear fairly bright colors and not have her personality overshadowed, whereas a quiet docile child should be dressed in less-intense colors. This does not mean that a child with a retiring personality should be dressed in tans and grays. Interesting colors of low intensity should be selected for a girl, sometimes with a small amount of bright color to give sparkle.

Start training the youngster in color selection by helping him choose socks or hair ribbons which match, blend, or contrast pleasingly with his costumes. This gives the child another opportunity to exercise judgment, and at the same time it develops a feeling for color which will be useful in later life. By the age of five, the names of the colors will have been acquired incidentally, but they can be taught to the child at the age of three. Being able to name the colors when selecting them is a real satisfaction to the child.

After the colors have been learned and simple matching and blending of socks and ribbons has been achieved, it is time to let John and Mary help select the colors they want in clothes. This cannot be successfully accomplished, however, without close supervision. At first, select two or three garments in appropriate colors ahead of time, and then call in Mary to make the final choice. If it happens that John is very fond of a color he does not wear well, he might be permitted to satisfy this

longing for the particular color by wearing it in some of his play clothes, sunsuits, or night clothes. The poor choice of color must not be ridiculed but gradually eliminated by showing John why it is not a good color for him. Do not be alarmed if Mary's taste in color seems a little barbaric at first, but gradually help her with better choices.

Studies show that there does not seem to be any one color preferred by any particular aged child. However, when children are permitted to choose paper, crayons, and such in school or kindergarten, the red is always the first to disappear. One reason we might assume for the choice of red is that it is a bright gay color.

LABELS

Labels are becoming more and more important with the advent of new fibers and finishes. Since some fibers and finishes require special care, consumers will find it necessary to depend on the information which should be found on labels. Consumers must not be misled by suggestive terms that are sometimes used on labels but must be sure of facts.

For example, *colorfastness* is a vague term. Colorfast to what? It is true that a material so labeled may have more permanent color in it than one that is not labeled at all, but it should be labeled colorfast to sun, laundering, perspiration, and, for materials used about small children, colorfast to uric acid. In such cases, a consumer would know exactly what to expect from a colored garment. If the garment needs to be laundered in a special way in order to make it retain its color, it should be stated on the label.

If a garment is washable, the *directions for laundering* should be on the label; otherwise, it should state that the garment should be dry-cleaned. Articles needing dry cleaning should not be used for infants or small children unless a large dry cleaning bill is of no concern.

Fiber content is also important for the consumer to know, especially when rayon has been mixed with wool for snowsuits and coats. Also, when a garment is made of rayon, it is advisable to know which kind of rayon it is and how it should be handled when laundered or dry-cleaned.

All products containing rayon must be labeled "rayon," according to federal regulation.

In some sections of the country where there is a long rainy season, it would be valuable to know if a material or item of clothing is mildew-proof or water repellent.

According to the Trade Practice Rules set down by the Federal Trade Commission, a label should state:

1. The percentage of total fiber weight along with the kind of fiber (that is, reprocessed wool, reused wool, etc.).
2. The maximum percentage of the total weight of any loading, filling, or adulterating matter.
3. The name of the manufacturer or the identification number registered and assigned by the Federal Trade Commission.

The use of deceptive terms, such as linene for a cotton fabric, silk rayon for rayon, or butcher's linen for cotton or rayon materials resembling dress linen, which would lead an individual to think a garment was made of one fiber when it was some other fiber, is an unfair trade practice.

Special features may also be pointed out on these labels. Such features as rubber buttons or other special fasteners, self-help features, and patented neck openings should be pointed out to the consumer.

Shrinkage. Rules for shrinkage of woven cotton yard goods were issued by the Federal Trade Commission on June 29, 1938. The rules state that it is an unfair trade practice to label, advertise, or otherwise describe such goods in a way that deceives the public in respect to the preshrunk character of the article. The words "preshrunk," "shrink-proof," and similar terms may be used to describe goods shrunk to the extent that no residual shrinkage is left, or these and similar words may be used with qualifications. For example, "Preshrunk (will not shrink more than ——% under commercial standard CS59-41)."

Sizes. For a discussion of the subject of standardized sizes, see pages 237 to 241, and pages 310 to 312. Diagrams showing the proper method for taking body measurements are on page 240.

Some steps have been taken toward securing standard body measurements for the sizing of apparel for infants and children. Standard classifications, size designations, and body measurements are available as a "Recommended Commercial Standard." They serve as a guide for those engaged in manufacturing ready-to-wear garments and patterns.[3]

TABLE 24 BODY MEASUREMENT SIZE CHART*

Size	*Age in Months*	*Weight*	*Height*	*Waist*
1	16½ months	24½ pounds	31 inches	20 inches
2	25½ months	28½ pounds	34 inches	20½ inches
3	37 months	32½ pounds	37 inches	21 inches
4	50 months	37 pounds	40 inches	21½ inches
5	63 months	42 pounds	43 inches	22 inches
6	77 months	48 pounds	46 inches	22½ inches

* This is a body measurement sizing chart furnished by a progressive manufacturer and is to be used by the consumer in choosing children's garments nearest to the body measurements. For accurately fitting garments, chronological age is not considered.

The most desirable style of garment is the one that hangs from the shoulders with no belt. The dress should fit across the shoulders, perhaps with a yoke. Ample fullness should be allowed just below the shoulder-line or across the shoulder blades for freedom of movement. Dresses such as those in Figs. 19 and 20 show ways to introduce necessary fullness.

Since all garments for this preschool child should hang from the shoulders, skirts and pants can be treated in any one of three ways. They can be buttoned onto the blouse, they can be fastened to an underblouse, or they can be held up with straps. Whenever straps are used, they should be crossed in back or fastened in such a way that they cannot fall off the shoulders (Fig. 21). The built-up straps of a jumper are much more desirable than narrow straps joined to the waist.

Sleeves must not be binding. Puffed sleeves caught into a narrow tight band are most annoying to a child engaged in physical activity.

[3] "Recommended Commercial Standard on Body Measurements for the Sizing of Apparel for Infants, Babies, Toddlers and Children," TS-4000, August 31, 1945.

Dresses may be sleeveless or have a ruffle or cap sleeve, such as shown in Fig. 19. If long sleeves are desired, the raglan style is best. Kimono sleeves are also good, especially if a gusset is introduced under the arm. If set-in sleeves are used, be sure that the armhole is large enough to be loose. Elastic or tight bands at the bottom of the sleeve should be avoided.

FIGURE 19. *Little girls' dresses should hang from the shoulders and have ample fullness from the shoulders down. Loose sleeves are much more comfortable than tight ones.*

The neck should fit closely in the back so that it will stay in place without much trouble. If the back fits correctly, the front may be cut fairly low. The neck should not be the least bit tight nor should it be so large that it falls off the shoulders.

FIGURE 20. *The fullness necessary in dresses can be fitted into yokes across the shoulders. Collarless dresses are comfortable and easy to care for.*

In a survey of the market, it was noted that a popular design for little girls' dresses, at least according to the retailer's story, was the full skirt gathered onto a plain waist, buttoned with small buttons down the back, and with a sash that tied in back. Practically all the dresses had puffed sleeves caught into a narrow tight band. The dresses are what the mothers want, says the retailer. If this is true, the dresses are designed for the pleasure of the mother rather than for the comfort of the child. owever, many mothers have expressed a desire for the simple, self-help garments but say that they cannot be found in their localities. The consumer, therefore, should let her desires be known to the stores.

The medium-priced and inexpensive dresses are often overtrimmed and of poor design. In order to get a well-designed, attractive dress it is usually necessary to go into the higher price range.

One spring, a few years ago, an informal survey was made of the most popular design chosen for the "best dress" for this aged girl. It was

Figure 21. *Growing boys as well as girls will find that corduroy overalls make a perfect costume for play. Neither the corduroy nor the knitted shirt needs careful ironing after it has been laundered.*

found in the popular-priced stores that a rayon, non-washable taffeta was the type that had been most popular. Of course, there was no way of determining whether this choice was made because of the popular price, the material, or the style. Many purchasers disregarded the fact that it was a non-washable material and laundered it when it became soiled. Because of this, the dress turned out to be expensive, for, after it was

washed, it was no longer "pretty." If it had been dry-cleaned, this would not have happened, but it would soon have brought the price up to equal that of the more expensive dresses. It is cheaper in the long run to buy children's clothing which can be laundered without losing its original appearance.

Figures 1*a*, 6*a*, and 7*a*, Chap. 8, show some of the cotton dresses found on the market. These were picked at random, and their bad features are enumerated with the picture. Opposite each poor design is a suggested good design incorporating the same basic ideas. There were many such designs to choose from which showed equally bad features.

The Preschool Child's Wardrobe

By the time the child reaches the preschool age, it is hard to estimate the exact number of garments which will be needed. Some children are much harder on their garments than others and therefore require a greater number. In order to keep from having too many garments on hand, which would be likely to be outgrown, hold the number down to only those which are necessary to the cleanliness and comfort of the child.

BOYS' SUITS

Simplicity and comfort are keynotes for the clothing of the well-dressed boy. The fact that boys care about their appearance the same as girls is often overlooked. They should be dressed attractively in order to instill in them the feeling of pride in their appearance plus a feeling of well-being and self-respect. This early feeling of being well dressed is the beginning of emotional security on the boy's part. Early training will influence his future inclination to be neatly dressed. In order for clothing to be comfortable, attractive, and to serve as a training aid, thereby offering both mental and physical development, it should incorporate the following general ideas:

1. First and foremost, the crotch must be long enough for comfort. When buying a new suit or using a pattern, measure the suit or pattern

as well as the boy to be certain that there is plenty of length to allow room for bending, stooping, and sitting without binding. The center back seam should be longer than the front when the suit is laid flat on a table. This seam should have a gradual curve from the top to the inside leg seam rather than tending to be straight.

2. There must also be sufficient width in the seat for comfort in sitting.

3. The legs must be wide enough at the bottom for comfort but remain neat in appearance while the youngster sits at play.

4. One-piece garments are much easier for the small boy to put on alone, but the two-piece suits make it easier for the boy to take care of himself at the toilet. Knitted suits, such as those shown in Fig. 22, are comfortable to wear and easy to launder. The two-piece wash suit in Fig. 23 is a good design to follow if you are making the suits yourself. The trousers are held up with built-up shoulder straps and can be used as sunsuits when the coat is not needed.

5. All garments should hang from the shoulders. Belts, if desired by the very young boy, should be purely ornamental and should not be necessary for holding up the boy's trousers.

6. In order to prevent confusion while training the boy to dress himself, all suits should be cut with the same general design. Variety can be added through color and trimming.

7. Raglan or kimono sleeves are most desirable.

8. Necklines should be low enough in front for comfort. The back and sides should fit snugly enough to hold the garment on the shoulders properly. For ease

FIGURE 22. *Two-piece cotton-knit suits with long sleeves give needed warmth but are light weight and permit freedom of movement.*

in ironing, a facing or simulated collar stitched flat should be used rather than a rolled collar. Some small boys desire a tie. Since they are too small to tie it themselves, it should be designed so that it remains tied and is easily fastened into place.

FIGURE 23. *Two-piece wash suits are very desirable for the preschool boy, especially when tops and bottoms are made to be mixed or matched.*

FIGURE 24. *This dress is designed to button down the front for self-help fastening as well as for ease in ironing. The ruffle may be made separately and sewed on a band which can be buttoned in or left off, depending on the occasion.*

9. Because most boys want pockets in their suits, let them have them in some form or other. Regardless of whether patch or set-in pockets are used, they should be placed conveniently for the child to reach. However, do not let them extend so far that they will be continually catching onto things and ripping.

Figure 25. *Dainty smocking, fine lace, and delicate material are appropriate textures for the "best" dress when one is included in the wardrobe.* "Mademoiselle" Magazine.

10. Suits should conform to the lines of the body but should be loose enough for freedom of movement.

11. If long sleeves or long trousers are used for warmth during the winter months, allow for ample fullness and length.

Boys' suits should be smartly tailored and masculine, avoiding ruffles and delicate colors. For year-round use, cotton suits are best because they are the easiest to care for. If cotton is used, select heavier grades for winter and supplement it with a heavier quality underwear and with sweaters.

GIRLS' DRESSES

For the ages two to six years, dresses of simple design are comfortable to wear and easy to put on and care for. See also pages 177, 197, 353, and 361.

UNDERWEAR

Underwear for the preschool child usually consists of training pants styled as those in Fig. 7, Chap. 4. For winter, a vest, either with or without sleeves, is added. Union suits of one piece are good since they hang from the shoulders, but they must be designed with elastic across the drop seat so that the child can take care of his needs at the toilet without help. Often poor toilet habits are formed when the child has to take enough time from his play to look for an adult to unfasten and fasten his clothing before and after going to the toilet. Because this is the age of independence, make use of it with proper training.

If elastic is used in the training pants, it should not reach around the entire waistline but only a short distance across the back. Only a few inches of elastic should be used on the outside of leg openings. Another desirable leg finish would be a wide band which does not cut into the flesh.

All seams should be flat and strong. In making the panties, use a flat-fell seam. If you purchase them ready-made, examine the seams and pull on them gently to determine their strength. Rough, loosely stitched

seams not only prove weak but also irritating. Stitches should be close together for added strength, especially where there is likely to be strain.

Measure and be sure that the crotch is long enough for the child. If the brand is new, it would be wise to buy a larger size than you might think necessary. Buy only one pair until they have been washed and tried again for fit. Even though the same size as the garment previously worn is bought or the size is checked with the body measurement, a new make may shrink more than anticipated. To avoid this it would be wise to purchase a garment that carries a label.

FIGURE 26. *Children should have night clothes which they can button themselves. The drop seat is fastened only by buttoning the tabs which come around to the front. Sleeping garments may be made long, if the extra length is turned up and made secure.*

Cotton-knit material has proved to be good for underwear since it is elastic, absorbs perspiration, and affords ventilation. It is easily laundered and will even stand boiling when such is deemed necessary. Ironing is unnecessary. For a little girl, rayon knit is sometimes desired for dress and, if handled properly, will give satisfactory wear. With some costumes a panty which matches the dress is desirable. In this case, the panty in Fig. 4 can be copied, for it is comfortable and easy to make. Underwear should never be starched.

NIGHT CLOTHES

Since the child spends so much time in his night clothes, it is important that these garments be comfortable. It is necessary for sleep not to be disturbed by binding night clothes. To insure comfort, purchase or make the pajamas several sizes too large. This does not mean, how-

ever, that they should be so large that there will be trouble in keeping them on. In *pajamas*, check the crotch length and the vertical trunk and thigh so that there will be no danger of binding. This is one time when it is permissible to roll up the trousers legs and sleeves to form an extra cuff (Fig. 26). Note also that this pajama buttons down the front, has

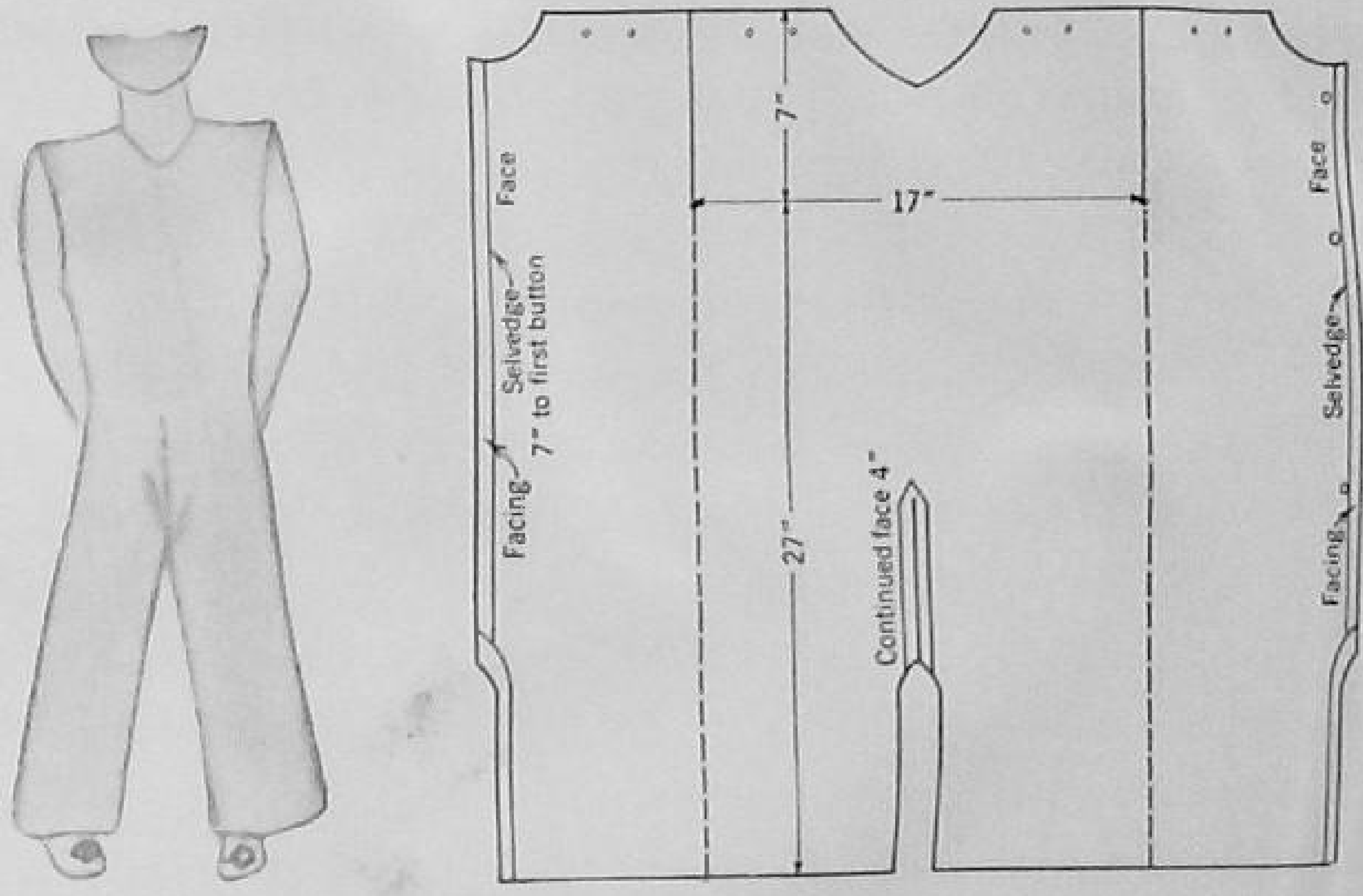


FIGURE 27. *These pajamas are made from the pattern sketched above. Since the garment buttons down the back, it is not entirely self-help for dressing, but it is a good design for self-help at the toilet. In order to make this pattern into pajamas, fold back each side along the dotted lines to form the equivalent of side seams. From the top of these side folds, as far down as the heavy lines, the material is cut for armholes. The two outer edges come together to form the back opening, and they are sewed together seven inches up from the crotch.*

no center button in back, and that the side buttons of the drop seat come to the front so that it is a self-help garment. This winter-style pajama can be made from such warm materials as flannelette, outing flannel, and cotton knit.

The style sketched in Fig. 27 is one that is being used by the third generation in one family and is especially good for little boys. It is self-help at the toilet and is easy for the youngster to get into by himself, but, of course, the back buttons have to be fastened by an adult. This style is especially good for summer and is cool if made from such materials as

dimity, batiste, lightweight muslin, and cotton crepe. Sleeves may be sewed in to make it warmer for winter wear.

If the child is a restless sleeper, feet knitted in or sewed in as part of the pajamas are a big help in keeping the feet covered and warm in the winter.

As the little girl gets older, she might wear a *nightgown* like the one shown in Fig. 28. It is feminine and easy to slip on. The crossed open-

FIGURE 28. *A feminine little nightie with no fasteners. This crisscross neckline is good, for it stretches open to make it easy to get on and off. The fullness can be smocked, tucked, or shirred to fit the yoke.*

FIGURE 29. *The well-designed bathrobe for the growing child has raglan sleeves which do not limit the width across the shoulders and chest. The tie belt can be managed easily and eliminates buttons which would have to be moved over as the child grows.*

ing at the neck makes it easy for the head to go through but permits it to fit back up around the neck. This smocking is a good example of structural design; it serves as a decoration and at the same time holds in the extra fullness.

The habits of the child will determine whether or not he needs a *bathrobe* (Fig. 29). If a child is bathed and dressed for bed before sup-

per or if he eats breakfast before dressing in the morning, he should have a wrapper or a bathrobe.

OUTER GARMENTS

For children of preschool age, the snowsuit is the outdoor uniform for winter. It should be large enough to be worn over other garments when necessary and should fit snugly at the wrists, ankles, and neck to keep out the cold. Weight is not the important factor to consider for warmth since a heavy garment might prove to be clumsy. Lightweight, all-wool garments of closely woven materials are best for comfort and warmth. Lightweight knit or napped garments can be worn underneath these on severely cold days, and they can be left off on milder days. A wool material that has been treated with a water-repellent substance will keep the child from getting wet when playing in the snow or when he is caught in a little shower.

The snowsuit should be simple in design and have fasteners in convenient places so that Jane or Johnny can get into the garment and fasten it without help. You are likely to find that the child will come in from play and leave his outer garments on until he becomes too hot rather than seek help from an adult. Also, if he cannot remove the garment, he might put off going to the toilet too long, simply because he does not want to stop play and look for some adult to help him.

Coats and leggings are also nice for winter wear but do not afford as much protection as a one-piece suit. Because they make a neater looking outfit to dress up in, you might have a snowsuit for play and a coat and leggings for dress, if you can afford it. In mild climates the coat and leggings might be a wiser choice than a snowsuit. For many of the milder days the coat will be all that will be needed. In a colder climate, a coat, with a detachable lining, and leggings are desirable. A coat, designed so that it can be worn during the first cool autumn days, can also be worn in the winter when the weather becomes severe by adding leggings and a detachable lining. In this way, one garment will be worn for at least three seasons before it is outgrown.

Choose a style with a raglan sleeve and a deep hem so that the garment can be adjusted to growth without being too large in appearance at any time. Figure 9 shows a good style for a little boy of this age. The coat has raglan sleeves, buttons that can be easily reached and easily buttoned, and a split back to afford more freedom of movement.

Sweaters are almost a necessity in every child's wardrobe. They are comfortable and easy to put on and are needed more or less during every season. They are good for play or may be worn under a lightweight topcoat or snowsuit for dressier occasions.

ACCESSORIES

A wise choice of accessories is also important to the appearance and well-being of the child. They add much to the smartness of an outfit and to the feeling of being well dressed.

SHOES

By the time the child is taking his first steps, the foot is assuming a very definite shape. The fatty tissue of the foot is being replaced by muscle, but the bones are still soft and pliable. The human foot is composed of twenty-six bones, fourteen of which are in the toes and are relatively unimportant in making the foot the marvelous structure that it is. However, since these fourteen bones are the most active of the foot, their restriction in shoes that are improperly constructed or poorly fitted causes much suffering and impedes the proper functioning of the other twelve bones.

When a child reaches the age where he is walking, running, jumping, and playing a great deal, his shoes should be firmer, but the sole must still be flexible. As he grows, the weight of the sole should be increased and the height of the arch and heel increased until about the age of eight when the foot will be ready for lasts that are slightly narrower and the styles will look more like the shoes worn by his older brother and sister.

As the construction of the shoe becomes a little more intricate, there are more likely to be rough seams, bumps, and ridges inside the shoe.

Guard against these. The lining should be of a good grade of canvas which has been waterproofed and treated to resist perspiration and odor. The heel should be lined with leather.

Fitting the Foot

Even though the foot has started to take on a definite shape, it is not fully developed until the child has reached his seventeenth birthday, and, in some instances, the foot is not developed fully for twenty or twenty-four years. Since this is true, one can see that accurate fitting during these early formative years is most important.

Before purchasing a new pair of shoes, examine the old ones for any evidence of poor fitting or bad walking habits.

(a) *Correct fit* is indicated if the wear covers the entire sole area from the ball of the foot forward—with the greater amount of wear evident along the outer margin of the sole. The heel, too, is worn down along its outer side. These are the areas that receive the greatest thrust of the body weight.

(b) *Short* shoes are indicated if the forward portion of the sole shows excessive wear. This has been caused by cramping the toes and inhibiting, or preventing, their normal function.

(c) *Pronation* can be recognized when you see a child walking with its toes pointed outward. Pronation is a foot weakness which throws excessive weight towards the inside of the foot, and pronation is indicated if the wear is especially heavy on the inner border of the heel, and on the inner margin of the sole. The upper, too, is generally misshapen with the inner side bulging unnaturally.[4]

The shoe must fit snugly at the heel and be broad at the toe but must not be so large that it allows chafing when the child starts to walk.

The shoe must be soft and flexible enough to allow the feet to develop through exercise. There is some difference of opinion as to whether shoes should be cut low in order to let the ankle be exercised unhampered or whether they should be built up to give the ankle some support. In their publication, "The Child from One to Six," the Children's Bureau feels that shoes laced to the ankle and perhaps a little above are the most desirable. This same idea is held by some of the companies concerned

[4] Dr. A. Posner Shoes, Inc., "5 Fitting Points," 137 Duane Street, New York.

with designing scientific children's shoes. However, there are other companies, likewise interested in scientific shoes, who contend that the ankle should be left unhampered in order to develop normally. When the higher shoe is used, the upper part must be flexible enough to permit adequate development of the muscles. When the shoe is built up, it is best for the tongue and toe to be cut from the same piece of leather so that there will not be a ridge across the front of the shoe to rub the foot.

Be sure to check the fit of your child's shoe while he is standing with his weight on it. The shoe must fit the foot when it is in motion as well as when in repose. It must give perfectly natural support and afford adequate protection. Be sure your child walks with his toes straight ahead. Proper walking is essential to health, posture, and graceful movement. Toeing out weakens ankles and arches and leads to ungraceful posture. If ankles turn in or out, call it to the attention of your doctor.

Patent leather should not be put on a child's foot, for it tends to cause the feet to perspire and may make them tender. However, if your child just has to have a pair of patent leather shoes, do not let the shoes be worn often or for long periods of time. Materials best suited for shoes are lightweight calf and elkskin.

A nylon fabric has recently been developed for women's shoes. It will undoubtedly be extended to children's wear since it is sturdy and lightweight.

Another new feature being used for children's shoes is a plastic coating. This coating renders the leather impervious to water, salt water, acid, alcohol, gasoline, and similar products. The coating prevents scuffing and makes the shoe easy to clean with soap and water.

Color

Since the foot is still growing rapidly it is needless to try to provide a special pair of shoes for every occasion and costume. Some mothers prefer to buy only white shoes for this aged child since white goes with the delicate colors of the child's wardrobe. Whenever it is possible, it is more desirable to have at least two pairs of shoes since it is a good practice to alternate the shoes, especially if the feet are prone to perspire. As

the child grows older, darker shoes will be more suitable and may be adopted.

Care

The life and good appearance of any shoe is shortened by lack of proper care. For example, a thorough soaking will cause the life of the shoe to be drastically shortened or may cause it to become stiff to the point where it should be discarded immediately. Train your child to wear rubbers or boots when playing in the wet or when going out in the rain in order to preserve the life and appearance of his shoes as well as to protect his health.

Keeping the shoes clean will also help prolong the life of the shoe, for dirt left on shoes hastens the deterioration of the leather. A good shine gives considerable protection from dirt and dampness, thereby helping to retain the oils in the leather and to keep it soft and pliable. The life and good appearance of the shoe can be lengthened by polishing the shoes even before they are worn.

A good shine for black or brown shoes should be started by brushing off all loose dirt and then applying a cleaner to remove the old polish and lodged dirt. After this has been wiped off, apply a wax polish, and work it well into the leather. Finish by rubbing the shoe briskly to polish. Children can be interested in the proper care of their shoes at an early age, but it will take some time before the entire care of the shoes can be turned over to them.

Foot Exercise

To strengthen the foot and leg muscles, the following simple exercises have been suggested by those interested in foot health:

1. Let the child play with marbles with his toes; this exercises the muscles of the toes and feet.

2. Let the child walk barefoot on his toes and on the outer edges of his feet.

3. Let the child sit on the floor and pull a lightweight towel up under him with his toes.

The Future of Children's Shoes

Recent reports indicate that the emphasis in children's post-war footwear will be on health. Two of the needed changes suggested are: the need for standardized *sizes* in children's footwear and the need for more accurate, foot-conforming *lasts*.

The *quality* should have a greater influence in materials as well as in construction. There is hope for new materials which will combine flexibility with good wearing qualities. It is said that the rigid or semi-rigid sole tends to flatten the arch and hamper its natural development but that the soft pliable sole permits the foot to develop naturally to its full strength and normal shape.

Work is being done on these factors which should bring improvements to the field of children's shoes, making for more healthy feet in the future.

SOCKS AND STOCKINGS

Socks should be either white or a fast color, smooth, well shaped to fit the foot, long enough, and reinforced at the heel and toe.

The *size* of socks or stockings is the most important thing to keep in mind when buying them. It is a good idea to buy them an inch longer than the foot to allow for shrinkage when they are washed. After washing, they should be at least one half inch longer than the foot.

The *fiber content* of the socks or stockings to be chosen will depend on the health of the child as well as on the climate. Those made from good-quality mercerized cotton are soft and durable. Cotton is easy to care for and, when chosen in white, can be washed along with the rest of the laundry. To save time in sorting and putting away, choose all white of the same ribbing so that there will be no matching problem. Rayon has not proved as durable as cotton for children's socks. In cold climates, wool is sometimes worn. If the house is well heated, however, be careful that the child's feet do not perspire and then chill when he goes out into the cold.

The age-old discussion as to whether children should wear socks or stockings will have to be settled for each individual child. If the house is well heated and extra protection is added when the child goes out into the cold, socks are ideal. Snowsuits and leggings provide this extra warmth when the child goes outdoors. This helps to adjust the clothing to the temperature of the child's surroundings.

If the house is poorly or unevenly heated, protect Jane's health with stockings; however, there is the problem of keeping them up. A harness-type supporter hung from the shoulders is probably the most desirable method since the pull will come on the bony structure of the body. When well designed, these supporters can also be an aid to good posture. The round garter is not satisfactory for holding up the stockings of children since it hinders the circulation of blood in their legs.

In the summer all that is needed is a protection to keep the feet from rubbing the lining of the shoes, and socks serve this purpose well.

HATS

The first requisite of a hat is to protect the head. In the winter, hats should protect the head and ears from the cold and wind, and in the summer they should protect the head and eyes from the direct rays of the hot sun.

To a great extent, hats for summer wear have been discarded except for special occasions when the child is dressed in his best clothes. In this case a frilly bonnet to match the little girl's costume and a cap or hat to go with the little boy's suit add to the smartness of the costume. However, if the children are to play in the direct rays of the sun for any time at all, their eyes as well as their heads need shielding; therefore, select a bonnet or a hat that will offer this protection.

For winter wear, select hats or hoods, if possible, that will come down over the ears when the weather is extremely cold or windy. A lightweight, closely woven, lined hat is warmer than a heavy unlined one, for there are two or more layers of material with air space in between to give extra warmth.

GLOVES

A little preschool girl is quite dressed up in the spring when she comes forth with her new spring coat accented with miniature white wash gloves. These gloves are worn to complete the costume rather than to give warmth. These light gloves should never be worn when they are soiled, for this will permit slovenly habits to be started. A feeling of pride in clean accessories should be instilled so that good habits for the future will be developed.

For winter wear, warm wool mittens or gloves should be worn to protect the hands from the cold. Mittens are easier to slip on and are warmer than gloves. Some method should be employed to prevent the mittens from coming off the tiny hands and being lost at play. They can be connected to opposite ends of a cord. The cord can then be placed around the back of the neck and run down the sleeves of the coat. Another method would be to have the gloves long enough from the wrist up and large enough around so that they can be pulled over the cuff of the coat and buttoned to buttons placed on the cuff.

Mittens can be made from scraps of wool material left over from a coat or a suit. Make a pattern by tracing around the child's hand, keeping the four fingers close together and allowing the thumb to lie separate from them. To this tracing add enough width for looseness, and design the kind of cuff desired. An old knitted sweater could be used for close-fitting cuffs, or, if you can knit, a ribbed cuff could be knitted right onto the mitten.

HANDKERCHIEFS

Children should have their own handkerchiefs which are in proportion to their needs. Most children like to carry a handkerchief in their pocket whether they particularly need it or not. When the child has a cold, however, you will find that he is more likely to take care of his own needs if he has paper tissues in a convenient pocket.

Handkerchiefs can be another means of training the child in good design and color selection. Even if he does not select his own handker-

chiefs, his opinion as to what good designs are is influenced by the designs that he has around him from childhood until he has the full responsibility of selecting his own clothing. Simplicity is the keynote for all good design.

SUGGESTIONS FOR FURTHER STUDY

1. Studies have been made as to the kinds of fasteners children can manage most easily. New fasteners are coming on the market which should be compared with the old fasteners for ease of manipulation by children. A class could carry out such an experiment with various kinds and sizes of fasteners.

2. Study the new trends of dress design, and then design garments for the preschool child that will be easy to get into and easy to fasten, or that will require no fasteners at all and can be easily ironed.

3. A comparison of sizes and the quality of workmanship of ready-to-wear garments will reveal the necessity of standardization of sizes and will show the advantages of buying children's garments after careful measurements have been taken.

Clothing for the Grade School Girl

Chapter 6

GIRLS in the age range six through twelve need clothing for a number of different occasions and activities. After the amount to be expended has been determined, the distribution of funds for school, play, and sports clothes must be considered. There are a number of factors which will influence the selection of types and quantity of garments needed.

Climatic conditions will be especially influential. A long cold winter means coats, sweaters, and under garments of several different weights. A girl who attends a rural school that has inadequate heating will need different types and weights of garments from her city cousin whose home and school are both steam heated. If she travels fifteen miles on the bus each day in order to attend school she will need carefully planned garments for comfort and protection. Warm weather for five months of the year and moderate temperature for two or three months more, typical of the southern states, will indicate a predominant need for medium- and lightweight garments.

What her friends and companions wear will be important to a girl in this age group, especially to the ten-, eleven-, and twelve-year-olds. There may be some difference of opinion between parents and children. It is well, when reasonable, to allow the child to conform. It may seem

relatively unimportant to Laura's mother that the girls with whom Laura associates wear jodhpurs in the winter, rather than corduroy overalls. However, for Laura, it may mean social acceptability and a normally developing personality as contrasted with acute self-consciousness and many unhappy moments. This is especially true for a sensitive timid child. Thoughtlessness on the part of parents may permanently affect their children's social relationships and build up resentments difficult to erase in later years.

Simple Functional Clothing Needed

What she does and where she goes will affect the colors, materials, and designs of the clothes in a girl's wardrobe. Delicate pastel wools, no matter how beautiful, are not the fabrics for outer garments of the preteen-aged group, nor are tight-fitting, puffed-sleeved, ruffle-trimmed dresses an appropriate choice for a child, when the laundry is done at home by the mother and the income is a limited one. That garments of this type are bought should not be construed by manufacturers and merchants as a vote in their favor. It should be understood that often the purchase is made because there is a limited choice rather than because the garment has the desired characteristics.

An almost-unexplored area is that of creating suitable becoming garments styled from sturdy fabrics and designed to meet the needs of the grade school girl.

Thoughtful mothers who have analyzed these needs are looking for artistry, simplicity, and appropriateness. They are asking for

Designs that

Open out flat for ironing.

Can be let out easily as the girl grows taller and as she becomes stouter. A progressive manufacturer will include a diagram or chart of suggestions showing how to make alterations as the child grows.

Have few buttons and that have several additional buttons for replacement.

Are attractive for the stout girl and the slim one. The cut of these and the predominant line movement warrants thought and study.
Have a minimum of decorative trimming, such as ruffles, thick bindings, sashes, extra belts, bows, rayon braids, and are characterized by careful finish, appropriate length of stitch, and good quality of sewing thread.

And *fabrics* that

Do not need ironing.
Are spot resistant or can be wiped off with a damp cloth.
Are crease resistant.
Will not shrink.
Will not fade.
Launder easily and do not need starching.
Do not require dry cleaning.
Are lightweight, flexible, and elastic.

Almost any thoughtful mother of a girl in this age group and often the girl herself can add suggestions to the above list.

A few manufacturers and their designers are offering wearing apparel for grade school girls with certain of these characteristics. Some are carefully studying needs and relating fabric specifications to garment designs. A few are using standard measurements. These are the vanguard in a movement to provide suitable, functional, and beautiful wearing apparel for an age group which has had little study and thought.

DISCUSSION

1. Shop the stores. Bring back three samples of material for a school dress for an eight-year-old: (*a*) fairly satisfactory, (*b*) unsatisfactory, and (*c*) unusually good. Tell why you chose each.

2. From a magazine trace two designs for a coat for a ten-year-old girl: (*a*) good and (*b*) poor. Tell why you chose each.

3. Trace two designs for school dresses which can be altered easily as the child grows taller and stouter.

FOR SCHOOL

Clothes for school are probably the most important type for girls of this age. They should be well designed, attractive looking, and artistic in coloring. They should enhance the appearance of the wearer, bringing out the color of her eyes, the skin tones, or the lights in her hair. Predominant lines should create the illusion of a well-proportioned figure. A white dress with a blue band around the bottom of the skirt and a blue belt will make plump Sue seem stouter than she really is. The collarless V-neckline will make Anne's thin face seem thinner, whereas a round neckline and a soft rolling collar will make her neck seem shorter and accent roundness rather than length. Whatever her proportions her best points should be emphasized and her less-attractive features subordinated.

FIGURE 1. *A school dress should be comfortable in cut, well designed, and attractive looking. When it opens down the front it is easy to slip on and can be pressed quickly.*

Either straight or curved lines should predominate in the design. Round buttons and scallops are harmonious, but square buttons with a scalloped edge are not. The face is usually the center of interest. In a child's costume it is sometimes possible to have a second, less important center of interest, such as buttons, cuffs, pleats, or tucks. However, rickrack braid on the yoke, puffed sleeves, bows on the pockets, and a decorated belt are confusing and inappropriate for the small wearer (see Figs. 1*a*, 6*a*, 7*a*, Chap. 8).

School clothes should be of a sturdy material which will stand hard wear, a trip on the bus, and playing on the school grounds, and yet not look too mussed or soiled by the end of the day.

All the articles of apparel for school wear except coats and wraps should launder easily without shrinking or fading. A girl should feel free to engage in any type of play, to use paints or crayons, or to sit on the

grass without worrying about her clothes. They should be chosen for their comfortable cut, lightness in weight, and ease in being taken care of as well as for their becomingness.

Many grade school girls wear cotton all year round for dresses, jumpers, pinafores, blouses, skirts, overalls, slacks, shorts, jodhpurs, and underwear. It is often the fabric used in raincoats and in the outer layer of snowsuits. Its comparatively low cost, general serviceability, and proven worth make it eminently satisfactory for the school girl's wardrobe.

School clothes may be added to the wardrobe almost anytime during the year that they are needed or planned for in the budget. At least one new costume to start the fall school season is customary.

A sleeveless dress or a pinafore that is comfortable for summer may be worn with a blouse or a polo shirt in cold weather.

Whether the girl wears overalls, dresses, pinafores, or blouses and skirts to school it is well to keep the quantity to the lowest amount possible for cleanliness, good grooming, and a pleasing amount of variation. Between the age of six and twelve most girls grow rapidly. Garments which are suitable for year-round use are the best buys. A summer dress will probably be completely outgrown by the following summer.

Many girls from families of medium and low incomes use the same type of clothes they wear to school for church, for an occasional shopping trip, or for a social gathering.

A new gingham or chambray dress may be kept for Sunday school for a few weeks and then worn to school. This is a reasonable plan since dresses for special occasions for this age group are usually outgrown rather than worn out.

Suitable materials for school dresses and blouses are seersucker, chambray, gingham, percale, balloon cloth, and eighty-square percale. Corduroy is serviceable and attractive for skirts, jumpers, overalls, and coats. Gabardine and covert are used for jodhpurs. Closely woven, lightweight poplin is used for raincoats and windbreakers.

FOR PLAY

Swimming, ice skating, and other outdoor sports may necessitate special types of costumes.

Wool-knit swimsuits are comfortable and appropriate in almost any becoming color. A cotton fabric, such as seersucker, lined with wool jersey, may be used to make an attractive colorful swimsuit.

The snowsuit that is used for outdoor wear in cold weather may also be used for ice skating. An extra sweater may be worn for warmth.

If the snowsuit is a dark or neutral color, a knitted cap with ear flaps and gloves of some bright hue will contribute the gay note important in outdoor play costumes.

Shorts, slacks, and sunsuits are usually chosen for play and vacation wear in the summer. They are comfortable and suitable. Care should be taken to select them of a good cut and construction and of a serviceable fabric.

FIGURE 2. *An Eton jacket is usually becoming to the growing girl. A dress of this type is suitable for almost any informal social occasion.*

FOR SPECIAL OCCASIONS

In some communities or in certain social groups, a dress or two reserved for afternoon parties and Sunday are always included in the child's wardrobe (Fig. 2).

Those who plan carefully will select a design for a dress of this type which lends itself to alteration. The summer dotted swiss put away in September will be entirely outgrown by the following May when it is taken out of the storage bag. Since it is used so few times in proportion to school and everyday clothes and usually costs more, a plan for costumes of this type should be thought through beforehand, and their cost should be justified before money from the clothing budget is invested in them. They do add interest and charm. Also, they contribute to a feeling of

FIGURE 3. *The dress for the junior bridesmaid or flower girl should be simple in line and as dainty as the wearer.*

satisfaction and well-being in the developing ego of the child, the importance of which should never be underestimated.

Many mothers, interested in developing graciousness and poise in their children, include them in plans for any social occasion in the home. At a reception, the daughter of the house and several of her friends help pass refreshments or stand near the door to receive cards. A party dress, usually long, must then be in the current wardrobe (Fig. 3). If made of net, sheer crepe, or fine ninon it can be used the year round. Seasonal fabrics, such as organdy or velvet, are limited in their use.

DISCUSSION

1. (a) List the number and type of garments that a six-year-old girl in your community should have on hand. (b) List the number and type of garments that a twelve-year-old girl in your community should have on hand. (c) How are they similar? How are they different?

2. Select a design for a child's party dress which could be made over into a housecoat. Explain how this could be done.

3. Select a design for a child's school dress which would be difficult to lengthen or enlarge.

Indicating Size by Age Is Unsatisfactory

Both mothers and merchants have realized that girls of the same age have varying proportions and body measurements. Also they have recognized the fact that few manufacturers' measurements for given sizes are the same. Garments labeled with the same size designation are made with different dimensions. Usually children's garments are not large enough for the age of the child specified. Stating size by age has no relationship to the job of fitting clothes to children.

Standard sizes for clothing for grade school girls have long been advocated by the Bureau of Human Nutrition and Home Economics as well as by thoughtful home economists. A nation-wide study of the body measurements of 147,088 boys and girls was carried out in 1937–1939 by the Bureau in cooperation with eighteen colleges and other educational agencies.

After the 1937–1939 study was completed and analyzed, the results showed that the size of children can be predicted best from a combination of two measurements: a vertical length and a girth. It also showed that age alone is the poorest possible basis for sizing any kind of garments for children.

The Bureau of Human Nutrition and Home Economics then proposed twelve "regular" classes of girls, all grouped according to hip measure and height instead of according to age. Their measurements would serve as a basis for setting up standards for sizes for wearing apparel and patterns. Such a system would simplify the purchase of children's garments, for they could then be ordered with assurance by mail or by telephone by giving height and hip measurements. This would save many hours of shopping time for busy mothers. It would also decrease inventory costs for the merchant. Returns to stores would be reduced, and alteration and fitting charges would be lessened.

STANDARD SIZES FOR GIRLS' APPAREL

In 1945, the Division of Trade Standards of the National Bureau of Standards of the United States Department of Commerce in cooperation with the Mail Order Association of America developed proposals for standard measurements and sizes for girls' apparel. Body measurements [illegible] the girl rather than her age were used to determine her size. The adoption of such a standard would eliminate the present diversity of size markings for corresponding measurements. It is highly desirable that all manufacturers of girls' wearing apparel and pattern companies use standard measurements and sizes.

The body measurements proposed were based on "Body Measurements of American Boys and Girls for Garment and Pattern Construction."[1] Allowances for clothing were added to the basic body measurements. In addition to this, adjustments were made to achieve more uniform gradations between sizes. It is not clear just how these allowances and adjustments have been determined.

1 "Body Measurements of American Boys and Girls for Garment and Pattern Construction," *Miscellaneous Publication* 366, United States Department of Agriculture.

In April 1946, the Proposed Commercial Standard became a Recommended Commercial Standard on Body Measurements for the Sizing of Apparel for Girls.[2] It had been adjusted in the light of suggestions from manufacturers, distributors, and users of girls' clothing. Its purposes are (1) to establish standard size designations and body measurements for the sizing of girls' ready-to-wear apparel for the guidance of those engaged in producing, or preparing specifications for, ready-to-wear garments and patterns; and (2) to provide lengths for dresses, coats, skirts, and slacks (out seams) that are related to the body measurements.

No American standard or commercial standard has yet been adopted. The commercial standards are under consideration. Excellent groundwork has now been laid to achieve much-needed standard sizes in ready-to-wear and patterns for children's garments.

It is believed that there is need for research to determine tolerances to provide proper fit at the time of purchase and for reasonable adjustment to the needs of the growing child during the life of the garment.

STANDARD MEASUREMENTS COMPARED WITH PATTERN MEASUREMENTS

One of the large pattern companies uses the following measurements for patterns for girls aged six to twelve:

Size	*6*	*7*	*8*	*10*	*12*
	inches	inches	inches	inches	inches
Socket bone to floor	37	39	41	45	49
Hip	26	27	28	30	32½
Breast (chest)	24	25	26	28	30
Waist	22	22¼	23	24	25

It should be noted that all these measurements are slightly less than the corresponding measurements proposed by the National Bureau of Standards. For the ten-year-old size there are these differences:

2 "Recommended Commercial Standard on Body Measurements for the Sizing of Apparel for Girls," TS-4093, Division of Trade Standards, National Bureau of Standards, 1946.

	National Bureau of Standards inches	A Large Pattern Company inches	Difference inches
Socket bone to floor	47⅜	45	2⅜
Hip	31	30	1
Breast (chest)	29	28	1
Waist	24½	24	½

This line of patterns, then, is planned for a ten-year-old who is two and three-eighths inches shorter than the average and whose hip measurement is one inch smaller.

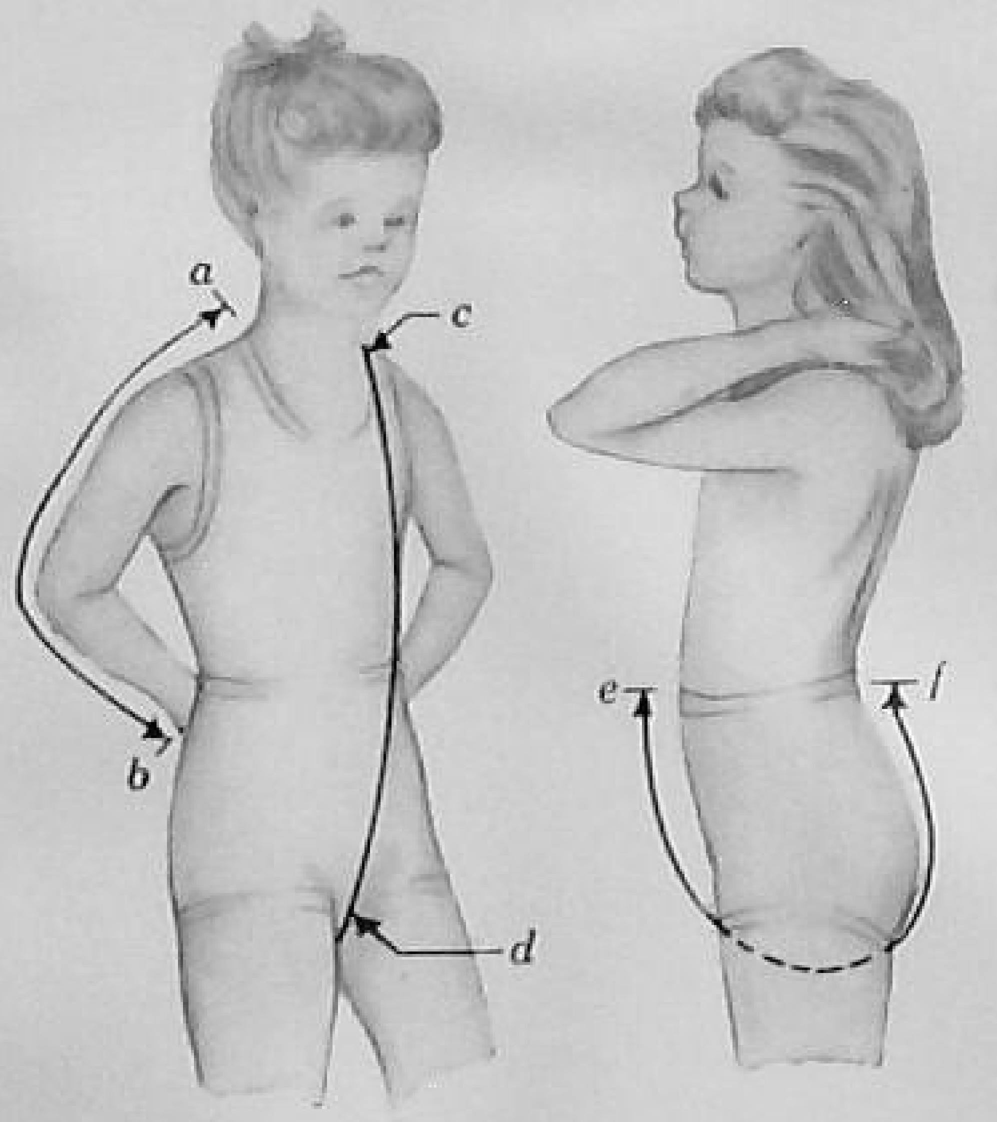


FIGURE 4. ab, *shoulder and arm length;* cd, *vertical trunk girth measurement;* ef, *total crotch length.*

The measurements used by this same company for the pattern for an eight-year-old are exactly the same for waist and chest as those for the average seven-year-old; the hip measurement is one half inch larger, and the height (socket bone to floor) is one inch less.

Other pattern companies use their own scale of measurements. As long as there is this variation and until an American standard or commercial standard has been adopted, age must be disregarded as a guide. The child's height (socket bone to floor) and her hip measurement must be used if a pattern is to fit. Since patterns usually carry a chart of measurements these can be studied, and a satisfactory selection of size can be made on this basis.

LOOK FOR THE GARMENT WITH STANDARD MEASUREMENTS

How can you find coats, sweaters, slacks, dresses, and other items of wearing apparel for girls and be assured that their measurements conform

to the recommended standard now under consideration? The Division of Trade Standards of the National Bureau of Standards suggests that catalogues and sales literature carry the following statement: "Sizes of girls' apparel are based on Commercial Standard CS –, as issued by the National Bureau of Standards of the United States Department of Commerce." Or, more briefly, "Girls' apparel sizes are based on CS –."

Since labels attached to a garment are studied carefully by the wise consumer, it is also recommended that there be attached to such garments a sticker, tag, or other label carrying the statement: "Sizes are based on CS –."

Consumers should feel the responsibility of reporting back to the standardizing group their satisfactions and dissatisfactions with the sizing of the garments. The comments will then be available when the standards are reviewed prior to revision.

WHAT ARE COMMERCIAL STANDARDS?

Commercial standards, according to the United States Department of Commerce, are commodity specifications that have been voluntarily agreed upon. They serve as a common basis of understanding between producer, distributor, and consumer. They are neither government regulated nor controlled. Since they represent the will of the interested group as a whole, their provisions through usage soon become established as trade customs and are made effective through incorporation into sales contracts by means of labels, invoices, and the like.

When a manufacturer of a line of dresses for girls accepts the proposed standards, his signature indicates his intentions to follow the commercial standard, where practicable, in their production and distribution.

A few manufacturers and certain mail order houses have already endorsed and accepted the proposed standard measurements for girls' wearing apparel. Consumers will want to purchase them when possible and let the merchants know of their interest in standard sizes for children's clothing.

1. (*a*) What is a commercial standard? (*b*) How can it be voluntarily established on a nation-wide basis? (*c*) What steps could club groups take to hasten the general usage of standard sizes in girls' clothing?

2. What are the advantages of standard sizes?

3. Interview three mothers of grade school girls on the subject of securing well-fitting garments for their children.

Ready-Made versus Homemade Clothing

Factory-made garments have increased in availability in recent years. Mass production permits the manufacture of clothing in unlimited amounts and some variety in design. In providing garments for children it tends to overaccent the importance of fashion, frequent change in design, and a large number of garments in the current wardrobe. Such emphasis is likely to encourage overspending.

Clothing for grade school girls can be found in the stores in a wide range of quality and price. It should not be concluded that price is indicative of quality and that there is a high degree of correlation between the two.

A strong selling point for a dress, a coat, or a sunsuit has been it is "just like mother's." In this enlightened day, we are still producing in quantity clothes for children which are miniature designs for adults. It is not "just like mother's" but is especially designed to meet the needs of a growing active child will be a selling point in the promotion of children's ready-to-wear garments of the future, if American manufacturers and pattern makers are going to meet the needs and demands of thinking consumers.

Of course, there will always be the mother who sees her child as a beautiful doll and who dresses her accordingly. She may even rationalize her selections by explaining that "Patty loves ribbons and ruffles," and there will therefore continue to be some demand for dresses of this type. However, a clue to the trend is given by the fact that many busy mothers,

who do most of the work in the household, are searching for cotton-knit, seersucker, and corduroy garments. They are buying in quantity cotton-knit shirts, seersucker playsuits, and denim or corduroy overalls for girls of grade school age. They need garments which can be adjusted in size to the child's growth. They are interested in finding clothing which will still look fresh after a day of school and play and which can be laundered easily without pressing. This is sometimes termed "wantability" in clothing. Its achievement will require a research program which takes cognizance of the interrelationship between fabric and garment design to give maximum service and to meet needs.

For many years, expensive clothing for children, found in exclusive stores, has been simple in design though made of fine fabrics and carefully executed. There is an appropriateness about simplicity in clothing designs for children that those of discriminating taste perceive.

The question of whether to buy ready-made clothes or to make them at home must be decided by the individual. There are satisfactions to be gained from the creation of a finished garment and a joy in craftsmanship. The mother who has skill in sewing and some imagination in planning designs will find her time well spent in making some of her daughter's clothing. Dresses, pinafores, blouses, and coats made at home can be less expensive than their ready-made counterparts.

Gathered skirts, slips, and nightgowns are the simplest of sewing problems. Blouses, shorts, and dresses are more difficult, and a lined wool coat, comparable in appearance to a ready-made one, requires skill in tailoring. The saving, however, can be considerable.

Cotton dirndl skirt for an eight-year-old *

Bought ready-made		$1.79
Made at home (no pattern)		
1½ yards poplin	$0.75	
thread and fasteners	0.10	0.85
Saving		$0.94

*1946 prices.

Cotton slip for a ten-year-old *		
Ready-made		$1.00
Made at home		
Pattern	$0.15	
2⅜ yards broadcloth @ $0.26	0.62	0.77
Saving		$0.23
Cotton dress for an eight-year-old *		
Ready-made		$2.98
Made at home		
Pattern	$0.25	
2½ yards percale @ $0.43	1.08	
Buttons and findings	0.25	1.58
Saving		$1.40

* 1946 prices.

If bought ready-made the skirt, slip, and dress would cost $5.77 as compared with $3.20 for the same garments made at home. The saving would be $2.57. In many family budgets this amount warrants care in spending and a thoughtful estimation of values. Time spent in sewing may be needed for other household tasks, or it may be wasted by the homemaker. "I made it" when said about a good-looking costume worn by the young daughter gives a real sense of satisfaction.

Altering Ready-Made Clothing

Some children can wear ready-made clothes in stock sizes; others must have them altered before the garment looks as if it belongs to the wearer. Also, at one age level the ready-made garments may be a satisfactory fit, whereas a year or two later they seem poorly proportioned to the growing figure.

Some ready-made clothes are more difficult to alter than others. Whether they are to be altered in the store or at home it is well to avoid selecting a design that requires many changes. If the fit through the

shoulders and the armscye is good it may be comparatively simple to alter the skirt or lower part of the garment.

When possible, it is advisable to have a child try on ready-made dresses, coats, and other outer garments. In the process, examine the hem, seams, waistline, yoke, if there is one, and the lower edge of the sleeves to see if there is enough fabric to allow for alteration, growth, or possible shrinkage.

In some fabrics, the stitching line from let-out seams will show. It may be difficult to remove the line of the lower edge when a hem is let out.

If the sleeve is cut skimpily or the armscye is too small or the back is too narrow it will be better not to consider purchasing the garment. Shoulder and armscye seams will soon pull out.

When altering at home a quick method is to clip machine stitching in several places, then remove carefully to avoid marring the material. Seams should be pressed open without stretching.

When a belt is to be shortened, the correct length should be determined and the extra length removed at the end to which the buckle is attached.

To even the hem, have the child put on the dress or coat, and arrange it as she will wear it with waist and shoulders properly fitted. She should have on the shoes she expects to wear with it. With a yardstick, the same distance from the floor can be measured at several points and marked with pins placed parallel to the cut edge. The hem can then be turned up if the garment is to be shortened, or the edge can be faced if it is to be lengthened.

After Purchasing but before Wearing

Ready-made garments, especially the medium- or low-priced ones, are often finished carelessly. Their length of satisfactory use can be increased by careful "going over" before they are worn.

Threads

All loose threads should be pulled to the inside, tied carefully, and clipped off. If long enough, they may be threaded into a needle and fastened with a stitch or two.

Hem

The hem should be checked over. The garment should be tried on to see that the hem hangs evenly. If the stitching of the hem is insecure or carelessly done, rehem it with appropriate stitches and matching thread.

Placket and Fasteners

Too few snaps, hooks, or buttons, and these carelessly applied, may be one way of cutting down the cost of manufacturing a garment. Additional fasteners can be added. Snaps or hooks and eyes can be resewed securely. A loose button may be strengthened with strong thread. A shank should be left between the button and the cloth for ease in use. Raveled or weak buttonholes should be reworked. It may be well to consider replacing buttons or snaps in a placket with a slide fastener.

Unattractive or poor-quality buttons may be removed and replaced by some of good quality and better appearance.

Pockets

Pockets on children's clothes should be well made. Add a reinforcement, if there is none in the ready-made garment, by additional stitching at the corners or by a strip of tape placed on the underside and stitched in line with the pocket top and corners.

Bindings

Check the bindings carefully. If a raw edge has been left at either end it should be overcast so that it will not ravel. If the stitching of the binding edge is too close, it can be ripped and restitched.

Seams

If a poor quality of thread or too long a stitch has been used, restitch all the seams a fraction of an inch deeper than the original stitching lines. Any irregular or broken stitching should be ripped out and restitched. Edges which are beginning to fray should be stitched or overcast.

Other Finishes

Collar edges, necklines, belts, and sleeves should be checked and strengthened where needed. A poor quality of trimming may be removed and omitted or replaced by a better one.

DISCUSSION

1. Shop for a party dress for a ten-year-old girl. Compare its cost with one made at home by a mother who sews skillfully.
2. Shop for an eight-year-old girl's winter coat. Compare its cost with one tailored at home.
3. Compare the cost of a hand-knitted, *slipover* sweater with one bought ready-made. Which purchase do you recommend? Justify your answer.

Selecting the Wardrobe

WRAPS

Girls' Coats

An all-wool fabric is an excellent buy for durability, continued good appearance, and comfort. The label should be studied carefully; a statement of fiber content is required by law. Mixtures of wool with other fibers, such as aralac, cotton, and rayon, are increasing in use in coat fabrics. Some are satisfactory, but the careful shopper will look for a clearly worded guarantee or indication of service to be expected from the fabric and garment. Different fibers react differently on exposure to sunlight or when dry-cleaned. A synthetic fabric may not have as much resiliency as

wool and may mat down quickly. A fabric made from mixed fibers may fade irregularly.

For warmth, select an all-wool material of light or medium weight. A thick, inflexible, or heavy fabric is unsatisfactory in a child's coat. A high percentage of cotton in the material adds weight without additional warmth. The coat should be designed to hang from the shoulders. When the material is too heavy a young girl becomes fatigued quickly, especially if she is expected to wear the coat for any length of time while walking or playing.

Fabrics with a napped wool or mohair face and a cotton back make inexpensive and fairly satisfactory coats. However, unless the fabric is firmly constructed, the fibers may tend to rub out with wear, and the elbows and edges may become threadbare quickly.

Fleece, a close, firm, napped fabric, is often used for sports coats. It may be woven or knitted. When it is all wool and medium weight, it is durable, warm, and resistant to wrinkling.

Avoid knotty tweeds or rough-surfaced fabrics for children. They are inappropriate for grade school girls' coats. Suitable fabrics are gabardine, covert, whipcord, twill, or flannel. In extreme weather a sweater or jacket or extra underwear may be worn in addition to the coat.

In cold climates an interlining in a coat is necessary. This is usually a napped fabric of cotton, wool, aralac, or various mixtures of these fibers. A chamois or chamois-like material or a quilted one of wool or cotton is also used for interlinings. In inexpensive coats the interlining is often omitted to decrease cost.

Rayon or a mixture of rayon and cotton are the usual lining materials. A twill or a satin of balanced construction is desirable. Some will outwear the coat; others will pull and fray at the seams or fade on garments over which they are worn. A special guarantee of service to be expected should be carried on the label. A removable lining (held in place with buttons or a slide fastener) increases the range of seasonal use. If the color is a neutral or conservative one, such as a gray, tan, brown, or navy, the same coat may then be used for fall, winter, and spring.

A full or three-quarter-length coat should have an easy fit, sufficient ease through the shoulders, and full-length sleeves (see Fig. 1, Chap. 2).

Since a coat should last two years or longer, care should be taken to provide for the child's growth. Avoid that "too-large" look, yet allow for ease. If there is sufficient fullness through the body the coat should fit comfortably the next year. A raglan sleeve is often preferable to a set-in sleeve. Sometimes a cuff on the sleeve can be turned down or a belt removed. It need not be an objection if, the second year, the coat is several inches shorter than the dresses worn with it, because many full-length coat designs look as well when worn three-quarter length.

If the grade school girl has one coat for fall, winter, and spring and it must be used two years, care must be taken in its selection. A simple sports design will prove the most satisfactory choice. Decorated buttons, applied braids, fancy pockets and belts, or an unusual cut should be avoided. A velvet or fur collar will limit the seasonal use of the coat, for it will seem more appropriate for winter. The color should harmonize with the other articles that the girl is likely to wear with it. A dark value or grayed intensity are preferable to light or bright shades if long-time service must be given consideration.

When there are several coats in the wardrobe, the garment for fall or spring use should be lightweight, perhaps unlined. It may be of a soft or dressy design, or a three-quarter-length topper may serve best. The winter coat may be dark brown, red, navy, or green; the spring coat could then be a soft tan or gray.

For many children a sports-type jacket and a full-length winter coat will be the solution to the problem.

A thoughtful manufacturer who would earn the appreciation of many mothers will provide two or three extra buttons of each size when the coat is purchased. These can be in a small envelope attached to the tag or label. Children lose buttons, and those used on ready-to-wear garments are often difficult to match. A whole new set must then be purchased before the garment is usable again.

A *reversible coat* may eliminate the need for a winter raincoat. If either side of this garment is a water-repellent material, inquire about the effect of dry cleaning before purchasing the coat. In some instances cleaning fluid removes the finish, and it must be reapplied at additional cost to restore water repellency. There is always the likelihood that the lin-

ing and the outside layer of coat will shrink in varying amounts when the coat is worn in the rain. It will then have a wrinkled unpressed appearance. Unless preshrunk fabrics have been used throughout the garment and are so indicated on the label, this is likely to happen when several different fibers have been used, such as a cotton gabardine lined with a mixture of rayon and wool.

FIGURE 5. *Jodhpurs are popular with grade school girls for winter wear.*

For the coldest weather or for play outdoors in winter many six- to twelve-year-old girls wear *jodhpurs* (Fig. 5) or *ski pants.* The jodhpurs may be made of cotton gabardine or covert and the ski pants of cotton or of cotton and wool poplin or broadcloth, lined with fleece.

In selecting ski pants, be sure that the outer fabric is closely woven, for it must serve as a windbreaker. The inner fabric of napped, woven, or knitted material may be cotton, wool, or a mixture of both. Such a garment should shed rain or wet snow and keep out cold. It should be cut full through the hips and the crotch with soft fullness through the legs, which are held in place at the ankles by a knitted band. This band should have sufficient "give" or elasticity to slip over the shoes easily yet hold firmly around the ankles. Avoid knit bands which stretch and stay stretched or inelastic ones which do not slip on easily.

Jodhpurs, too, should be easy in cut with ample room through the crotch and the hips. They should be fitted on the child before purchase. A reinforcement at the inside of the knees is desirable. Jodhpurs should be washable, colorfast to light and laundering, and preshrunk throughout. They are usually of cotton gabardine or of covert. If a water-repellent finish has been used it is well to inquire whether this is retained after laundering. Instructions for care and cleaning should be noted on the label and followed.

Water-repellent finish. In a number of children's garments, the fabrics from which they are made has been treated with a *water-repellent finish.* Jackets, coats, raincoats, snowsuits, jodhpurs, ski pants, playsuits, slacks, and sports shirts are among the articles of clothing on which such a finish is highly desirable. They stay clean for a longer time, and spots with the exception of grease can be sponged off. Grease needs a spot remover. Rainwear and coats treated with a water repellent shed snow and rain.

Before purchasing, compare the cost of the coat or other garment made from a water-repellent and from an untreated fabric. Estimate the value of the difference in cost, if there is any, in satisfaction, in serviceability, and in upkeep.

There are two types of water-repellent finishes. One is a wax type which washes out in laundering or is removed during dry cleaning. Some dry cleaners have equipment to restore this finish, though an additional charge is made for the service. If the water repellency is removed in the first laundering or dry cleaning, many homemakers will decide it is not worth an additional charge and will buy the untreated, less-expensive garment. Children's garments must be laundered or dry-cleaned frequently.

When the second type of water-repellent finish is used, the chemical penetrates the fibers to form an insoluble compound. This is not removed by laundering or dry cleaning. In fact, when the garment is soiled, it should be cleaned or washed to retain the effectiveness of the finish.

The tag or label on the garment should state whether the finish will be removed by cleaning or will last the life of the garment. It should also give directions for care and special treatment. The homemaker will study this carefully and not read into it more than is stated. Although the durable, water-repellent finish on the fabrics may be launderable, the fabric itself may shrink, fade, or run in the process.

Sweaters

Shall it be a pullover or a cardigan? Both have a place in a girl's wardrobe. They can be used together or separately and make her feel like her high school and college sisters. A pullover may be used with a

skirt, sometimes with a blouse under it. In fact, many mothers prefer to have a body waist or washable blouse worn under a wool pullover at all times. This decreases the number of times that the sweater must be laundered and keeps it from coming in contact with the child's sensitive skin. Slightly worn blouses whose collars are still attractive are often kept to be worn under sweaters.

In the coldest winter weather a wool slipover, a cardigan, and a medium-weight topcoat can make the variation in weight of garments possible that is necessary when a child must go from an overheated house to a cold bus and spend the day in an inadequately heated school building.

Since the loose-fitting, straight-line garment is popular for young as well as for older girls, the new sweater may be full size when purchased. Sleeves, when long, should come down well over the wrists, and the armscye should be larger than the one for dresses and blouses. The neckline should be elastic enough to stretch easily over the child's head yet pull into place at the base of the neck.

It is difficult to estimate colorfastness, elasticity, and quality of yarn before the sweater is purchased. The label may give some information and should be carefully studied. Since sizes are unstandardized, it is desirable to try the garment on the child if possible. Seams and points of strain should be noted. Ends of stitching should be carefully fastened. Cotton thread is often used in seams of sweaters and should be of good quality. It may fade more than the yarn in the sweater. Should this happen it will detract from the appearance of the garment.

Since a well-made sweater of becoming color is such a satisfactory article of clothing for a child it is well worth the thought and care necessary to secure the desired qualities.

In the cardigan type, front edges, to which buttons and buttonholes are applied, are sometimes stayed with fabric or ribbon. This prevents stretching and is usually a desirable finish.

Children's sweaters are made of wool, rayon, cotton, nylon, or blends of two or three of these fibers. These fibers may be warp or weft knit and of various qualities of yarn.

For additional suggestions for selection and care of sweaters see pages 320 and 389.

FIGURE 6. *A raincoat should give complete protection. Note ease in cut and long sleeves with adjustable straps. Some raincoats may also be used as lightweight coats.* DU PONT COMPANY.

To lengthen the period of usefulness of a sweater grown too small to wear over a blouse and skirt, use it beneath a jumper dress. Shorten the sleeves and finish the edge with matching ribbon or a plain, machine-stitched hem.

Raincoats

For complete protection a raincoat should be full length. The front overlap should be sufficiently wide and fasteners should be close enough together to prevent rain from coming through. Buttons or fasteners should extend to the lower edge to keep the coat from blowing open. The

collar should fit well around the neck. The sleeves should be long and easy in cut with sufficient width at the lower edge so that the raincoat may be worn over a jacket or sweater. An adjustable strap, with two or three buttons at the wrist, gives added protection, permits variation in width, and allows for growth.

A waterproof material is coated with a finish which prevents water from going through. Air cannot penetrate, and therefore perspiration does not evaporate easily. A garment made from a material of this type may be uncomfortable in hot weather. A fabric treated with a water repellent permits the air to circulate and allows evaporation of moisture.

A variety of materials is available in raincoats. This includes a rubberized cotton fabric with a rubber coating on the inside, an oiled or specially treated closely woven rayon or cotton, as well as variations of cellophane or pliofilm.

A child's raincoat should be watertight. The seams should be examined carefully. These may be cemented without stitching, stitched, or stitched and cemented. Since a rubberized fabric, impregnated rayon, and cellophane are subject to deterioration with age, some assurance regarding wear expectancy should be indicated on the label. In some climates, materials used to rubberize lightweight cottons will peel off rapidly. Others absorb moisture, and the folds of the garment stick together. Pliofilm or variations of cellophane may become brittle and crack easily after a few months of use.

If directions for cleaning are given they should be followed carefully. Neutral soap and water applied with a sponge may be the safest method. Dry cleaning is always a risk. All raincoats should be kept away from oil and grease.

Reversible coats and waterproof fabric coats are discussed under "Coats," on pages 249 to 251.

DISCUSSION

1. Only $50 can be allowed for all the clothing that Frieda, aged six, will have during the year. She lives in Maine. List the wraps which should be included in her wardrobe. Estimate their cost. Decide how often they should be replaced.

2. Shop for girls' raincoats. List the questions you will ask about them before you go. What information were you able to secure about each? Which type do you recommend as the best buy?

3. Compare jodhpurs, leggings, and ski suits for winter wear for grade school girls.

OUTER GARMENTS

Dresses

Dresses should be attractive, becoming, and suited to a girl's personality; they should be comfortable, easy in cut, and serviceable.

Rather than purchasing an unusual design from a catalogue or accepting a recommendation from a clerk because a similar garment is worn by a famous movie star, it would be well to list the occasions for which the child needs clothes and the activities in which she engages; then select the costumes to meet these needs. The types of dresses the six- to twelve-year-old needs depends upon where she spends her days, afternoons, and weekends.

Shirley lives on a farm that is five miles from school. The school bus picks her up each morning and brings her back in the afternoon. In the winter the temperature goes down to 20° below zero. She and her mother plan her clothes so that she is adequately protected in the cold or rain and so that she is comfortable in the spring and summer. She is nine years old and is in the fourth grade. The activities in which she engages, in addition to school attendance, are playing with her friends, helping her mother prepare and serve supper, taking care of her own room, and attending Sunday school and an occasional gathering of children in a friend's home.

There are four children in the family, two boys and two girls. The father is a farmer, and the members of the family do all the work in the home, including the laundry. Maximum service and minimum care are the characteristics required in the garments to be selected for Shirley. They should not be outgrown too quickly, and they must be inexpensive, for the income is not too large.

Shirley then needs garments for school, for play, for work around the home, and for Sunday wear. She wears some dresses but has found overalls of corduroy or denim with a cotton-knit polo shirt very comfortable for winter wear, and her mother approves, for they require little time for upkeep. In the summer she wears shorts and knit shirts much of the time. Her dresses are usually worn to Sunday school or a party at first and later used for school. Two becoming cotton dresses in her wardrobe will meet her needs. Even with wide hems and extra pleats through the shoulders she outgrows them quickly. Fortunately her five-year-old sister can wear them soon after Shirley discards them. This is a real saving in the family clothing budget.

FIGURES 7 *and* 8. *A dress of this type will not be outgrown quickly. It is suitable for church or school. It is comfortable and cool for summer and may be worn with a blouse in the winter.*

Shirley's cousin Marian, an only child who lives in a large city in the South and whose father has a comfortable income, wears cotton dresses all year round. She finds that, for winter wear, jodhpurs meet her needs better than overalls. She needs six dresses for current use in her wardrobe. One of these is a dark-blue cotton-gabardine jumper dress; she has three different blouses to wear with it. She also has a plaid gingham skirt with suspenders, and the same three blouses can be worn with it. Variety is provided in this way, and yet Marian does not have a large number of garments to be outgrown. This takes care of school needs. In the summer she wears shirts and shorts for play.

Marian and her school friends have parties in the late afternoons or on weekends. She must have at least one dotted swiss, dimity, or organdy

Figure 9. *A dark-blue rayon-taffeta jumper dress is suitable for winter when a dress for special occasions is needed. The soft white blouse and dress are trimmed with peasant embroidery.*

for summer use. For winter wear she has a dark-blue rayon-taffeta jumper dress trimmed with narrow bands of peasant embroidery and worn with a soft white crepe blouse (Fig. 9). If the designs for both the winter and the summer party dress are selected carefully, they can be such that she can use both for two seasons. The new dress is bought in alternate years. This is all part of the family clothing plan, and Marian helps make the plan.

Ready-made dresses for children are available in a wide range of fabrics and colors. Some are well constructed and appropriate; others are overtrimmed, poorly made, or skimpily cut.

Design. Although children's dresses must be designed so that the general effect is related to the current mode and must always be attractive and becoming, the style factor need not be given major emphasis. There is a timelessness about the designs which should make it possible for designers and manufacturers to produce more appropriate and functional garments than are usually available.

When shopping for a dress, first study the design to be sure that it can be altered as the child grows. If the dress fits closely through the shoulders, waistline, and sleeves when purchased, it probably will not prove as adjustable as one which is cut full, with ease let in through gathers or pleats. A generous hem, at least five inches wide, should be provided. It should be possible to add length by letting out tucks or the hem. The design of the dress might permit additional alteration later by the insertion of a band at the waistline or a yoke. Some dresses, cut full through the shoulders, can be used as blouses with skirts or jumpers as the child grows taller.

Figure 10. *A dress should be easy to put on and take off. A sleeveless dress or one with raglan sleeves will not be outgrown as quickly as one with tight puff sleeves and a closely fitted armscye.*

A dress should be comfortable. Children reach and stretch when they play. Tight puffed sleeves and a closely fitted armscye, found so frequently in ready-to-wear dresses, are unsatisfactory. A sleeveless dress, a dress with sleeves set in a deep-cut armscye, or one with raglan sleeves would be comfortable. Pleats, gathers, or tucks should be used to let in fullness through the shoulders or across the chest.

A dress should be easy to put on and take off. A front opening is highly desirable, especially for the six-, seven-, and eight-year-olds. As few fasteners as possible, and those easy for the child to work with, should be used. Tiny buttons and loops, hooks and eyes, or eyelet lacings should be avoided, especially for the younger child. For the ten-, eleven-, and twelve-year-old this is not an important consideration, though the slipover or the dress which opens down the front will speed up the process of dressing for school in the morning.

The label. Look for a label. If it is a good one it will give facts which will help judge the extent to which the dress will meet the needs

of the child. It will state the fiber used and give special processes or finishes, such as crease or spot resistance, used in the manufacture of the fabric. Factual information regarding shrinkage and colorfastness will be included, and there will be suggestions for care in order to obtain good service.

Also, the name of the manufacturer will be given.

Colorfastness. The color should be fast to sunlight and washing and should be so stated on the label. If the words "washable" or "fast color" are used, it should not be assumed the color will be fast to light and laundering. When vat dyes are used on cottons they will not fade appreciably. A faded dress soon becomes unattractive. Sometimes the dye from one part of the garment may run into a lighter part. White braid on a navy dress may be tinged by the blue dye. This decreases the length of time that the garment can be worn with satisfaction.

Shrinkage. Cotton dresses for children should be made from preshrunk material. When the amount of shrinkage to be expected is not stated on the label it may be safely assumed that there will be a large amount. The word "preshrunk" does not mean that the garment will not shrink. The percentage of residual shrinkage should be indicated: "will not shrink more than two per cent." If the material shrinks an inch or more to the yard and the child grows rapidly, the dress soon becomes unwearable.

Fabric finish. There are fabric finishes which not only contribute to an attractive appearance but help simplify care. A crease-resistant finish decreases wrinkling. A permanent sizing may give a crisp effect which remains after laundering. A spot-resistant finish makes it possible to sponge off spots with a damp cloth. The extent to which any of these finishes will stand repeated laundering or cleaning should be questioned before the purchase is made. Additional charges for special finishes which will not stand washing are seldom a good investment when a grade school girl's dresses are being purchased.

Selecting the size. Children's ready-made dresses usually "run large" or "run small." Age has no consistent relationship to size, for each manufacturer has his own system. The "hip-height-weight" method of selecting

sizes, advocated by the Bureau of Human Nutrition and Home Economics and based upon a nation-wide anthropometric study,[3] is the only reliable way to secure garments which will fit a child. Until these are available in quantity, it is suggested that a mother keep her child's measurements in a notebook in her purse and check a garment with a tape measure before purchasing it. Since the child grows rapidly the measurements should be revised frequently. See "Indicating Size by Age is Unsatisfactory," page 237.

When it is possible the child should try on the dress before the purchase is made. It should fit the figure easily with no strain at any point. Although alterations can be made in children's ready-made dresses it is usually better to find a garment that fits.

If a uniform scale and proportions were used by all manufacturers of girls' clothing and by pattern makers, both consumers and merchants would be inestimably benefited.

Some manufacturers have recognized the problems of the child who is slightly overweight or stout in proportion to her height and have produced garments with a special cut. In addition to securing good fit, care should be taken to study the design of the garment as well as the cut to be sure that the effect is slenderizing. Puffed sleeves, a contrasting belt, and widthwise lines will not be becoming to a stout girl, even though the garment is full cut.

The child might test the size of the dress by reaching, stretching, or by raising her arms and bending her elbows. The hemline should be even and the lower edge at the most leg-flattering point.

Workmanship. Study the general effect first. Does the dress look well made? As you answer this question you will note the length of the stitch. If it is too long the garment seams are likely to break and pull out at points of strain, and, of course, the general effect is cheapened. An appropriate weight of strong mercerized cotton thread should be used in stitching. A soft weak thread soon breaks. A matching colorfast thread should be used on colored dresses, unless a contrast is part of the trim-

[3] "Body Measurements of American Boys and Girls for Garment and Pattern Construction," *Miscellaneous Publication* 366, United States Department of Agriculture.

ming effect. When a green thread turns light gray after several launderings the dress looks shabby, and its usefulness is decreased.

Note any trimmings. It is usually best to use colorfast cotton braids on cotton dresses. Rayon trimmings cannot always be given the same treatment in laundering as cotton and may break or fade before the rest of the dress does.

Decorative effects which need special care should be avoided. These would include fragile buttons or buckles or those which must be removed with each washing, beading through which ribbons must be run, belts which cannot be tubbed, ribbon ties or bows stitched in place, and delicate dainty collars and cuffs on dresses made of sturdy material.

Edges of ruffles should be finished carefully. A picoted edge, on which stitches that are too long have been used or which has been cut through in places, soon frays. A hemmed ruffle may have the edges turned once rather than twice. A binding may be too close to the edge and therefore may pull off in places. A decorative effect or a stitching line down the front of a dress should be applied before the hem is turned up so that the dress may be let out later.

Examine the inside of the dress carefully. Sufficient width should be allowed for seams so that they will not pull out with wear. Wide seams permit alterations that are so necessary in children's clothes. An appropriate finish should be applied. On firmly woven cotton this may be pinking; on a loose soft fabric some other finish, such as binding or overcasting, would be better. Most lengthwise seams should be pressed open flat. A smooth flat finish is always preferable to a thick bulky one. An armscye should have an extra row of stitching or overcasting for good service. Yokes or waistlines on well-made garments should have the raw edges covered with tape. However, a rayon tape should not be used on a cotton dress, for it usually wears out before the dress does.

Buttons should be stitched firmly in place and should usually be reinforced on the under side. Snaps and hooks and eyes should fit together smoothly and should be stitched carefully with good-quality thread. They should be suitable in size and color and should be close enough together to keep the garment from gapping at the placket or closing. Ordinary snaps at a front or back closing or a neckline or waistline are usually un-

satisfactory, for they become unfastened with any slight strain. A special type of snap fastener is available which is more secure and flatter than the old design. This is known as a ring snap. Slide fasteners should work with ease and should be set in smoothly.

Cut. The center front and back of the dress should be on the warp thread. Any print or plaid should be centered and matched. When cut off the grain the garment will neither set well nor give good service. Examine both sleeves and both sides of the skirt when studying the line. Avoid yokes or sleeves that are cut widthwise, when long wear is desired. Facings that are cut on the opposite grain of the material are unsatisfactory. They are likely to shrink irregularly or to pucker. Exceptions to these general suggestions for cut are striped, bordered, or plaid materials cut widthwise or on the bias for a decorative effect.

Belts. It is well to avoid dress designs with separate or detachable belts, for they are easily misplaced or lost. When a fabric belt is part of the design of a washable dress, be certain that the belt will launder too. Such a belt is unsatisfactory when it is made with a backing of simulated leather or when it includes a buckle that will rust.

Belt straps or loops should be fastened securely at both ends. They should fit the belt and hold it snugly in place.

Dresses other than cotton. The same general principles apply to the selection of children's dresses that are made of rayon, wool, linen, or blends of fibers. Studies show that cottons predominate in the wardrobes of girls from six to twelve years old, though income and need may warrant the inclusion of frocks, blouses, and skirts made from other fibers.

See "Planning the Ensemble for Special Occasions," page 235.

Pinafores

A pinafore may be worn over a dress or may serve as the dress itself (Fig. 11). Either provides attractive variations in the girl's costume. Gingham, chambray, or seersucker are frequently used for the pinafore-like dress. Organdy and voile as well as the heavier cottons are used for the type worn over a dress. Ruffles of self material, sometimes edged with rickrack or eyelet embroidery, make attractive trimmings.

Figure 11. *A pinafore provides attractive variation. It is comfortable in summer and may be worn with a blouse in the winter.*

The same guides are used for selecting pinafores as for cotton dresses. When the wardrobe plan is being worked out, making last year's dresses into pinafores should be given consideration. If a worn neckline and sleeves can be cut away and a new edge finish and perhaps a shoulder ruffle added, the remodeled garment will give another season of wear.

Sunsuits, Overalls, Slacks, and Shorts

These items are found in varying quantity in children's wardrobes. In some schools or communities one type is more popular than another. In the South, many girls, especially the six-, seven-, and eight-year-olds, put on sunsuits or shorts with the first warm days of May and wear

them through September. In colder climates, slacks and overalls fulfill the need for bifurcated garments in current feminine style for the six- to twelve-year-olds, and the girl who wears shorts in the summer may select overalls or slacks in the winter.

For play, for automobile or bus riding, for outdoor activity, and often for indoor lounging, when the child's feet frequently are higher than her head, shorts and other variations of trousers are comfortable and convenient, making them desirable items in a girl's wardrobe.

Full width through the hipline and ease in cut through the crotch should characterize shorts, slacks, or overalls for girls. Note the diagram in Fig. 4 for the method of measuring the child's figure in order to check before purchasing.

Garments of this type, when possible, should hang from the shoulders. They should not be held in place with a tight belt at the waistline. Shorts may be buttoned onto a waist or blouse, or they can be more like a sunsuit, made with the upper and lower part of the garment all in one piece. Sometimes they are designed with shoulder straps and an extended bib in front. When straps are used they should be crossed either in front or in back to keep them from slipping down over the shoulders. Also, several extra inches should be allowed on one end of the strap for adjustment as the child grows.

To estimate construction and design, see "Dresses," page 255. For special suggestions for buying overalls, see "Overalls," page 325.

Coveralls and Aprons

There are few households in which the six- to twelve-year-old girl could not assume some responsibility or share in the routine tasks. When she helps prepare supper or breakfast in the kitchen or cleans her room Saturday morning she should wear a fresh washable dress or coverall. If the mother is a good example, her daughter will take pride in her neat professional appearance. An old, worn-out dress or faded pajamas will set the pattern for the homemaker of a few years later who will be careless and unkempt as she goes about her home tasks.

A smock is sometimes used and is available in attractive prints or

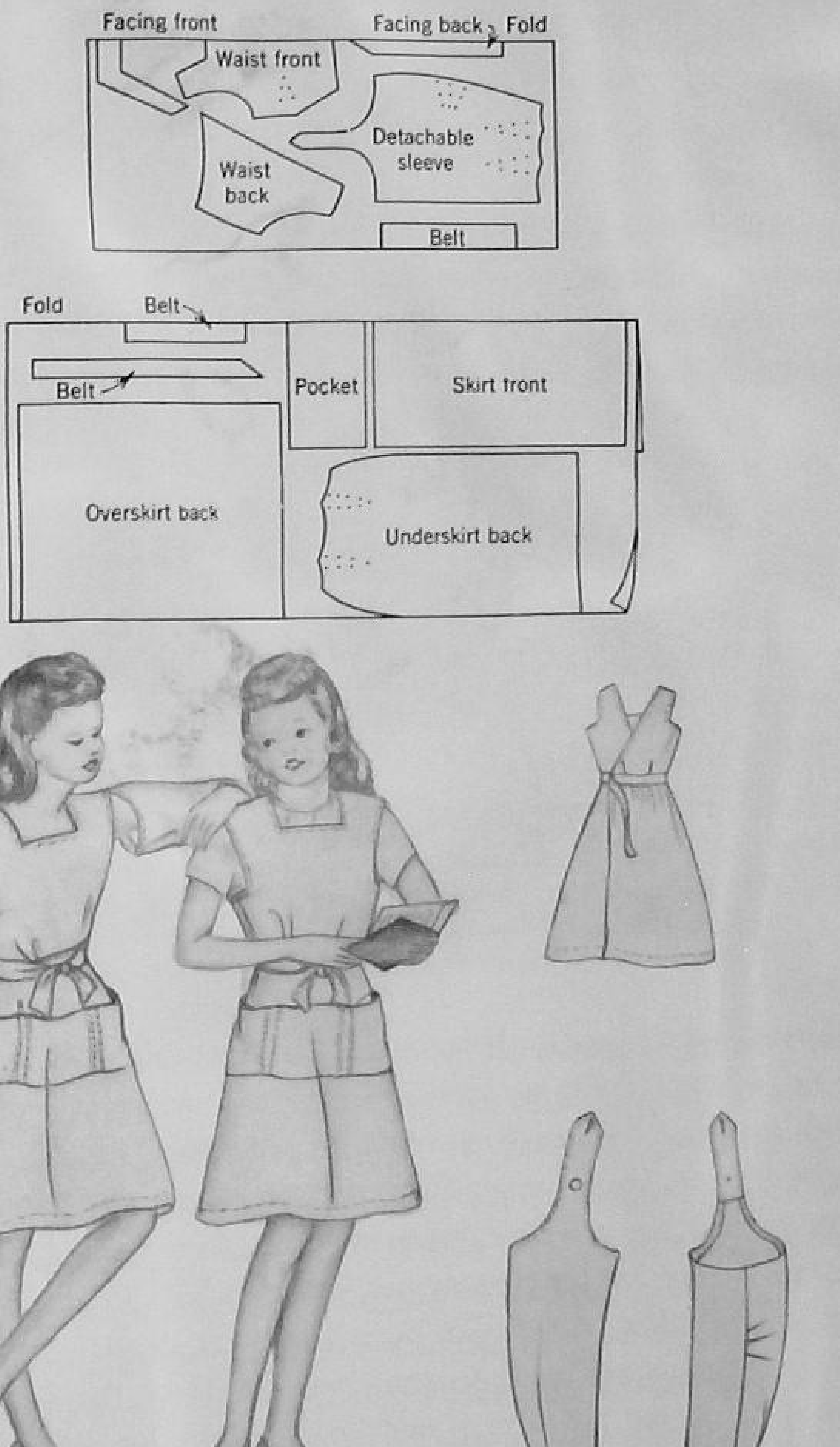


FIGURE 12. A coverall of this type may be used as a dress or as a work garment over a dress. The sleeves are detachable and may be slipped on to protect a long-sleeved dress. It has a wide lapover in the back and opens out flat for laundering. It is very simple to make. See pattern layout.

FIGURE 13. *Another coverall which may be used as a dress. The large loose pocket is attractive. Since there are no buttons or buttonholes, strings of self material tied into bows serve as fasteners.*

colors in ready-to-wear. It means that at least one additional garment has to be purchased. Figure 12 shows a coverall which is a dress as well as a work garment.[4] It could be made of any fabric suitable for a dress. A colored seersucker is especially satisfactory since it needs no pressing. The garment has a wide overlap in the back and opens out flat for laundering. There are no buttons and buttonholes. When it is worn over a long-sleeved dress, detachable sleeves may be slipped into place under a concealed strap at the upper armscye. Without the detachable sleeves, it is an attractive dress and is quite comfortable for general summer wear.

The second design[5] (Fig. 13) has a generous lap in the front. It

[4] Designed by Alcie Bell, graduate student, Department of Clothing, Textiles and Related Art, University of Alabama, Advance Pattern 3498.

[5] Designed by Pansy Maddox, graduate student, Department of Clothing, Textiles and Related Art, University of Alabama, Summer 1945.

too can be worn as a dress or over a dress. It is full cut through the shoulders. The loose capacious pocket is an attractive feature. The garment is made without buttons and buttonholes. Strings of self material tied into bows serve as fasteners.

Few garments of this type are available in ready-to-wear for children six to twelve years old; however, they are simple to construct. To train the child in good habits as well as in careful planning, at least one coverall, to be used interchangeably as a dress and a work garment, should be included in the wardrobe.

Skirts

A separate skirt gives variety and interest to the grade school girl's wardrobe. When used by the six- through ten-year-olds, some method should be worked out so that the skirt will hang from the shoulders rather than be fastened tight around the waist. The waistline of a girl of this age is about the same measurement as her hips; the waistband of a skirt would have to be too tight for comfort in order to prevent the skirt from slipping down and the blouse from pulling out. Such a skirt may button onto a blouse at the waistline, or it may be worn with suspenders. It may also be attached to an underbody. Blouses and sweaters would then be worn over the skirt.

Some eleven- or twelve-year-olds may wear separate skirts with ease and comfort. This will depend upon the development of the child's figure and the becomingness of the style. A waistline that is too tight should be avoided. Probably for this older group, too, suspenders will make such a garment more wearable. These may be of matching material, a contrast, or a gaily decorated peasant effect.

Suspenders attached at the waistline front and back tend to slip off the shoulders. To avoid this, they may be crossed in the back or run through a narrow strap at the shoulders. They are sometimes attached to a bib at the front and then crossed in the back.

For the growing girl, suspenders should always be made four or five inches longer than necessary. Fasteners should be planned so that they may be moved as the child grows taller. Also, fasteners should be able

to stand strain. Snaps will usually pull out as the child plays or engages in exercise. Buttons may be satisfactory if they are sufficiently large; sometimes several smaller ones are used. One small button may be inadequate. Buckles may be attractive and may add to the interest of the costume. It is sometimes possible to stitch suspender straps in place and omit fasteners.

Gathered, pleated, and gored skirts are worn. A combination of gores with pleats grouped at the front and back may be becoming to the girl who is inclined to stoutness.

In purchasing a pleated skirt, note the depth of the pleats. If they are too shallow, the skirt will look skimpy and unattractive. Some mothers find that pleated skirts need less pressing if a section of from five to ten inches across the back is left unpleated.

A gored skirt should have a sufficient flare at the lower edge to give a graceful effect. Pleats at seams or in groups may let in additional fullness.

A gathered skirt varies in fullness with the wearer and with the fabric used. A soft chambray or gingham may be cut wider than a wool flannel or a cotton piqué. A simple garment for an inexperienced seamstress to make is a plain gathered skirt. She needs no pattern. For a guide in helping her to estimate the width she may use an old skirt or dress which is becoming to the child. Make a hem four to six inches wide and a narrow placket. Gather the upper edge, put on a band, and attach fasteners and the skirt is completed. Short lengths of material and scraps may be utilized in this way.

A plaid or bright figure or a dark solid color, which might be unbecoming to the child if worn next to her face, may be gay and attractive as a skirt; it will probably require less laundering than the lighter blouses worn with it.

Suits

A wool suit is often a serviceable addition to a grade school girl's wardrobe. It is especially satisfactory for the ten-, eleven-, and twelve-year-olds, though younger girls may wear suits too. Eton or waist-length

FIGURE 14. *A wool suit is often a serviceable item in the schoolgirl's wardrobe. A waist-length jacket is becoming to many girls. The design on the right is especially good for the tall slender girl.*

jackets are attractive in the spring. They are recommended in a contrasting color for the tall slender girl who is self-conscious about her height and wishes to appear shorter.

A suit permits interesting variation in blouses and knit shirts. It will probably be more comfortable if the skirt is attached to suspenders or if a jumper dress is used rather than a separate skirt which must be held in place with a tight belt at the waistline.

For suggestions on selection see "Girls' Coats," page 247, and "Skirts," page 267.

Blouses

The simple untrimmed blouse, either slipover or open-down-the-front, is the one which best meets the needs of the grade school girl. She

will probably wear it with her suspender skirts, pinafores, jumpers, sweaters, slacks, or shorts. Since it must combine with a variety of garments, usually for school, play, or sportswear, it should be carefully selected. Any of the fine or medium-weight cottons, colorfast and preshrunk, that are suitable for dresses will also be appropriate for blouses. Chambray, gingham, poplin, broadcloth, and seersucker may answer this description. White, soft grayed colors, and an occasional bright one to harmonize with the garments with which it will be worn will meet the child's needs. Small- or medium-sized plaids, stripes, or prints may be attractive and becoming. Some busy mothers advocate colored blouses trimmed with white rather than blouses that are all white, for they retain their fresh appearance for a longer time.

It is often possible to use a dainty dressy blouse with a pinafore or jumper dress, making the costume appropriate for Sunday wear or for special occasions. Care should be taken to see that there is not too great a contrast in the texture combinations. For instance, a white rayon-crepe blouse trimmed with narrow ruffles at the neck and wrist should not be worn with a jumper of faded blue denim, though it might be attractive with a blue cotton gabardine jumper or a suspender skirt.

Blouses may be made so that skirts may be buttoned onto them; they may be tucked in or worn over the skirt. Whatever the type, they should be cut on the lengthwise grain of the material. The eye can be trained to detect the sleeve, yoke, or back cut widthwise rather than lengthwise of the material. If the garment is expected to give good service it will probably split or tear more quickly if it is cut widthwise than if it is cut properly.

Fabrics woven with a heavy yarn in contrast to a group of light-weight ones may soon split along the line of the heavy thread. An example of this type of fabric is dimity.

In selecting a blouse the suggestions used in choosing a dress may be followed. It should be full cut with ease through the shoulders and sufficiently long to be satisfactory with the skirt with which it will be worn. If it is long sleeved the length of the sleeve should be checked carefully. Some blouses for girls are cut with sleeves that are too short and are soon outgrown. This should be avoided when possible. To pro-

long the life of the blouse it may be possible to cut off the sleeves above the elbow and wear it as a short-sleeved blouse.

DISCUSSION

1. (a) Plan the outer garments for school wear for a twelve-year-old girl who lives in a city with a population of 25,000. Estimate their cost. (*b*) What changes would you suggest if the family is a large one and the mother does her own work?

2. Select several designs for school dresses which could be used also for informal occasions.

3. (a) Find a dress design which would be difficult to enlarge. (*b*) Select one which could be altered easily.

UNDERWEAR

Girls from six to twelve years old wear various types of underwear. In the summer, *panties* under a dress or pinafore may be sufficient. In the spring or fall a *vest* may be added. *Unionalls* or *union suits* are often worn in cold climates in midwinter. These may be one- or two-piece garments.

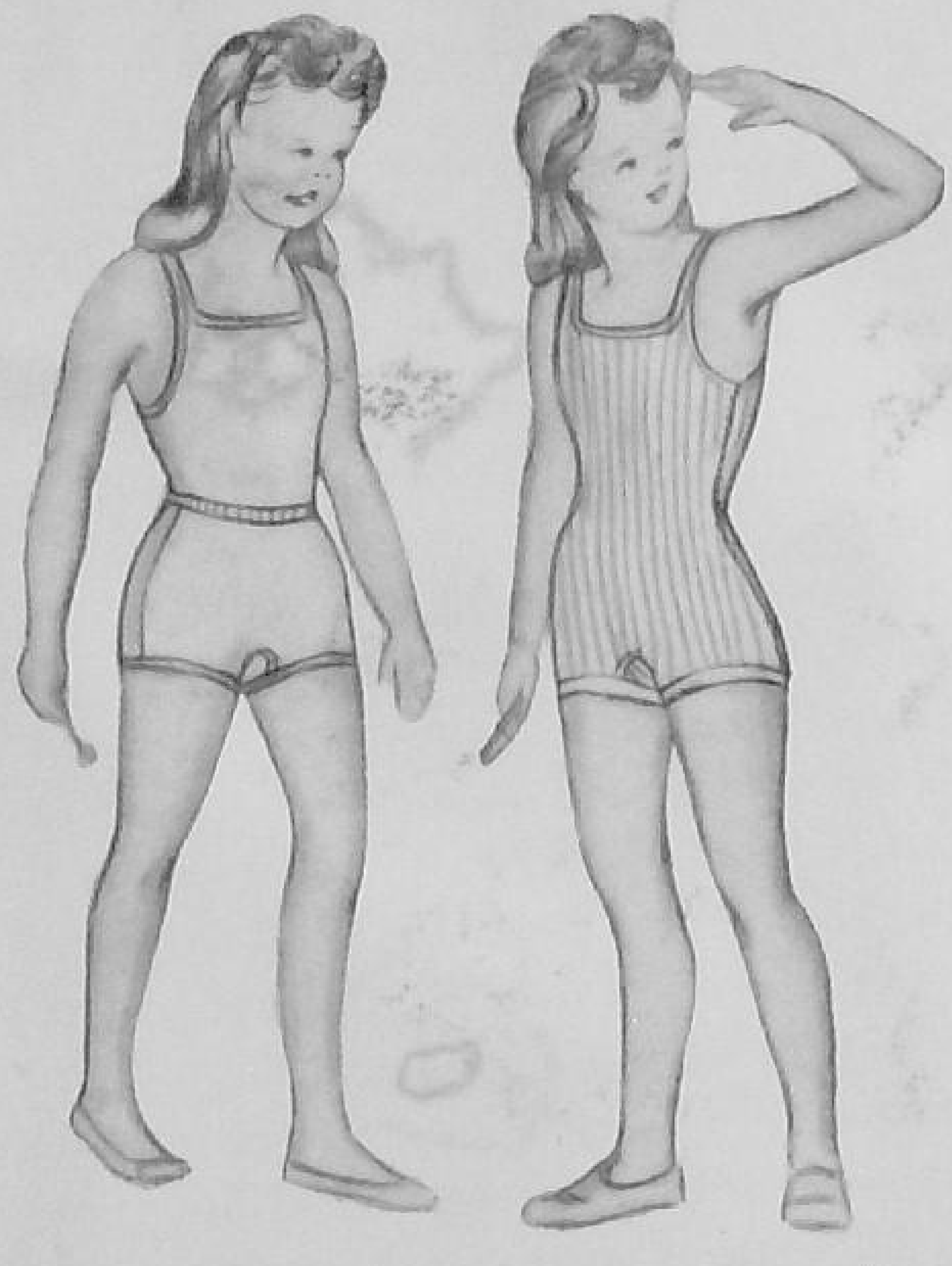
Knitted underwear is elastic, fits smoothly, shrinks slightly, if at all, and does not need pressing after laundering. It may be of cotton, rayon, wool, or a mixture. Poor-quality rayon panties are subject to runs and are not durable. Better grades may give good service.

Knitted panties and vests made from cotton lisle usually wear well. An inelastic leg band which stretches and does not draw back into place is objectionable. Wool mixtures are warm, soft, elastic, and absorbent. If they are of good-quality material they should give long service. It is suggested that the purchaser read the label carefully. Sometimes the name used implies the presence of wool when a spun rayon may be used instead. Rayon, wool, and the mixtures will require greater care in laundering than all cotton.

Seams in knitted underwear should be finished to avoid fraying. They should be stitched twice, or zigzag stitching should be used. This allows for stretching without breaking. Seams that are too thick are objectionable.

Union suits usually have a drop seat. This is more satisfactory if it is elasticized across the top rather than buttoned. Buttons are often hard for the child to reach and also break off in laundering.

Some mothers advocate step-in panties and slipover shirts to eliminate buttons. Frequent button replacement is time-consuming. Unless



FIGURES 15 *and* 16. *Knitted panties and vests or union suits made from cotton lisle usually wear well. They need no pressing.*

buttons add to the convenience or serviceability of the garment they should be avoided.

Panties

Panties of a fine durable cotton fabric are preferred by many. They may be made at home of nainsook, cambric, balloon cloth, dimity, or

from the material of the pinafore or dress. A pattern all in one piece which allows for gathers on the outside of each leg band is especially satisfactory, for it keeps the panties in place no matter how much stretching and climbing the child does. Eyelet embroidery or narrow lace may be stitched to the lower edge if desired.

Panties are usually of the step-in type. An elastic band across the back and a fitted yoke or band across the front are preferable to an elastic all the way round the waist.

FIGURE 17. *The design of a slip should be carefully chosen so that it may be enlarged or lengthened. It is usually outgrown rather than worn out. A ruffle may be added to lengthen it.*

Slips

Slips are often omitted from the wardrobe of the six-, seven-, and eight-year-old, and their quantity is reduced to a minimum for the older girl. In summer, many dresses and pinafores of medium-weight material are worn without slips. However, one is needed under a voile or organdy dress or under a dress-up rayon crepe or taffeta. Since some children have little use for dresses of this type and shorts, slacks, and overalls predominate, their mothers have decided to omit slips or to provide one or two at the most.

The design for a slip should be carefully chosen so that it may be enlarged or lengthened. A slipover design with a round or V-shaped neck is usually satisfactory. Shoulder straps should be avoided for girls of this age. If a sheer dress has a V or square neckline the effect will be better if the neckline of the slip has the same contour as that of the dress.

For most girls a slip design cut in two gores with underarm seams should be chosen. A fitted effect cut in several pieces or darts at the waistline is unnecessary. A straight cut rather than bias is preferable (Fig. 17).

The edge finish at the neck and arms should be simple. A plain hem, a narrow fagoted edge, dainty eyelet embroidery, narrow fine lace, or a scallop or shell edge run in by hand are all used.

The lower edge may be finished with a narrow hem, fine rickrack, a ruffle of self fabric, or eyelet embroidery. When lace is used it should be appropriate for a child, and its construction should promise good service. A ruffled edge with fine lace or tatting may be attractive, whereas a wide lace made from soft cotton yarn may be inappropriate and will wear out before the fabric does.

Children's slips are usually white. They may be of woven or knit fabrics, though the former predominate. A cotton knit is sometimes worn for warmth in the winter: however, the dress worn over it may have a tendency to cling to it.

Nainsook, cambric, lightweight percale, or woven seersucker are appropiate. Medium-weight cotton fabrics are satisfactory because they are easy to launder and are durable. Rayons must have special care, and if they are a poor quality they give little service.

If the design has been selected carefully a girl's slip can be enlarged or lengthened as she grows. To add width, it can be cut down the center front and back and a panel inserted. A ruffle or a band of embroidery can be added to the lower edge when the girl grows taller.

DISCUSSION

1. What characteristics do grade school girls need in their slips? How do these differ from the needs of high school girls?

2. Plan a summer wardrobe for an eight-year-old which would omit slips entirely.

3. Plan a winter wardrobe for a twelve-year-old which would require two slips.

4. Describe a summer costume for a ten-year-old girl which should be worn with a slip.

5. Assemble a group of cotton fabrics that are suitable for girls' slips.

6. Trace from a fashion magazine a slip design suitable for a ten-year-old. Trace an unsuitable one.

NIGHTWEAR

Some girls wear nightgowns; others wear pajamas; or the preference may be summer nightgowns and winter pajamas. Since the child spends eight or nine hours of each twenty-four in bed it would be well to study her needs and make careful selections to meet them. A comfortable cut, a serviceable soft material, and ease in laundering are the first requisites. Along with these can go attractive color and becomingness.

The design should be functional first. This includes an easy cut through the shoulders and a large armscye, either with or without sleeves and with ample fullness. A garment for sleeping should not restrict the body in any way; it can be slightly oversized so that the child can "grow into it."

For winter, outing flannel of good quality, napped on both sides, is comfortable and gives service. Knitted fabrics are also desirable. These range in weight from thin cotton knits of fine combed yarn to thick fluffy napped ones. All cotton is the fiber usually employed for night clothes, though blends of cotton and rayon or cotton and wool are available. A lightweight, all-cotton knit is preferred by some mothers. They add a shirt or flannelette jacket for extra warmth in extremely cold weather.

A thick knitted fabric napped on one or both sides is difficult to launder and dries slowly in winter weather. It is a comfortable weight for only a few months of the year and may be outgrown before the next season. There is some likelihood too of its being too heavy or inflexible for a child.

A medium-weight, brushed-cotton knit fabric is liked by some for winter wear in cold climates. With close-fitting knitted bands at the wrists and, for pajamas, at the ankles, the child has a comfortable warm sleeping garment.

For summer wear, lawn, batiste, nainsook, dimity, percale, crepe, and seersucker of good quality are all suitable. Softness and smoothness are important characteristics whatever fabric is used.

White or pastel colors and dainty prints are usually chosen for girls' nightgowns and pajamas. The color should be guaranteed fast to light

FIGURES 18 *and* 19. *A girl's nightgown can be made quickly and easily at home. The simplest type is sleeveless and can be cut without a pattern. It will not be outgrown. When short it can be used for summer wear.*

and laundering. The garment should also be preshrunk with the amount of residual shrinkage indicated. When not labeled preshrunk, nightwear should be purchased a size larger than would be selected ordinarily.

It is good judgment to have as few nightgowns and pajamas as possible in the current wardrobe. Their quantity will be determined by the frequency with which laundry is done in the household and the extent to which different weights are needed for winter and summer wear. In a well-heated house in a moderate climate the quantity can be less, and the

same sleeping garments can be worn all year round. When there are climatic extremes in either heat or cold there must be two or three variations in weight and design, and there must be an increase in quantity. To select a size and design which can be worn two seasons in consecutive years requires forethought and careful planning.

FIGURE 20. *Eyelet embroidery and ruffling add to the attractive effect of the "very special" nightgown. They also require more care in laundering and ironing.* "GOOD HOUSEKEEPING" MAGAZINE.

Nightgowns

Probably no garment can be made more easily and quickly at home than a girl's nightgown. The simplest type is sleeveless with little difference between the front and back. It can be cut without a pattern and made in a short time by the home sewer. A family interested in keeping the clothing budget to a minimum might well consider nightgowns made at home for the girl who is six to twelve years old. The eleven- or twelve-year-old could choose as her first sewing project making a gown for herself.

The ready-made garment should be examined carefully. Study the label for information about shrinkage and colorfastness. A poorly constructed nightgown of material which will shrink and fade is an extravagant purchase. A simple, straight-cut sleeveless design requires least care in laundering. Ruffling, eyelet embroidery, a yoke, set-in sleeves drawn into a wrist band, or some other quaint effect may be chosen when service is no problem

in the household or for the nightgown taken along when spending the night with friends (Fig. 20).

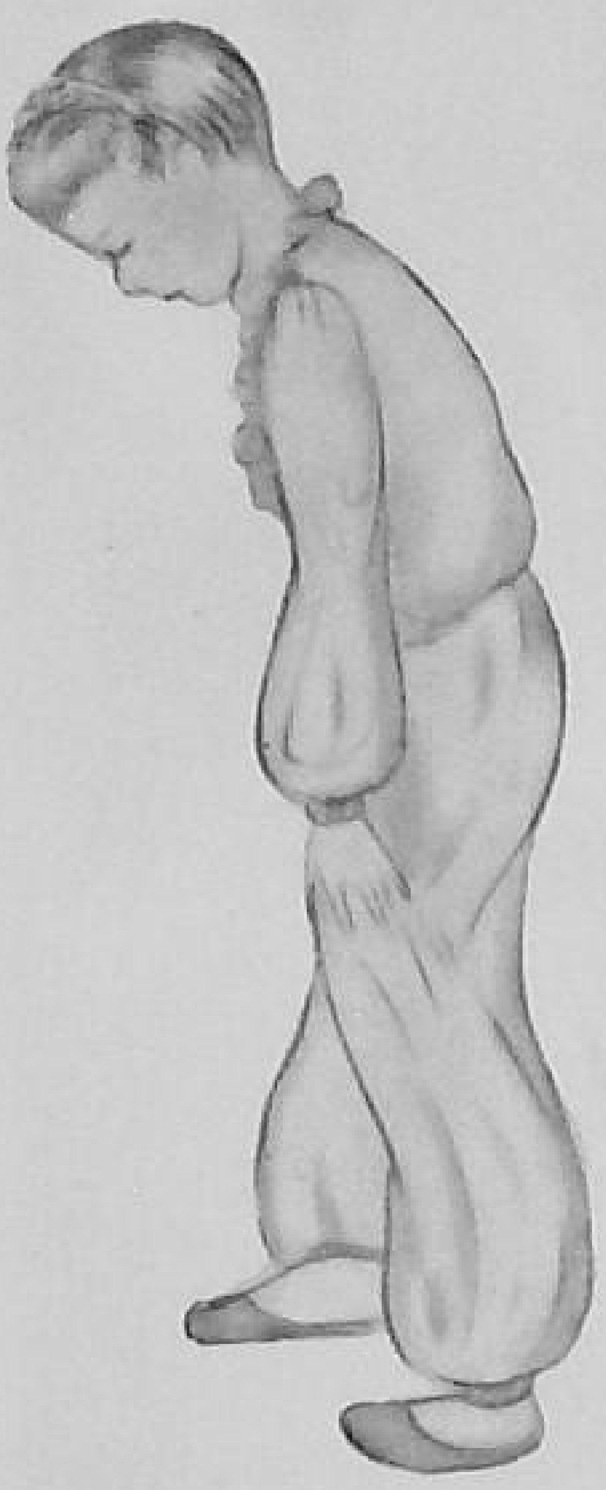


FIGURE 21. *Pajamas should be full cut through hips and crotch. The leg length should extend to the instep. Knitted bands at wrists and ankles make pajamas more comfortable for winter wear.*

It is well to try on the gown before the purchase is made. The ankle or knee length, dependent upon the design, and the full cut should be checked. Long sleeves, when present, should come to the wrist or slightly below.

Construction details should be examined. For suggestions, see "Dresses," page 255.

Pajamas

Many girls prefer pajamas for year-round wear. Usually they are plain and tailored, though ruffles and frills may be the choice for one special pair for spend-the-night parties.

When you buy, note the cut and the construction. Width through the hips and a full-cut crotch are important in the pants. The leg length should extend to the instep. At the waist a yoke in the front and elastic or a soft knitted band across the back are preferable to a drawstring or elastic all the way round.

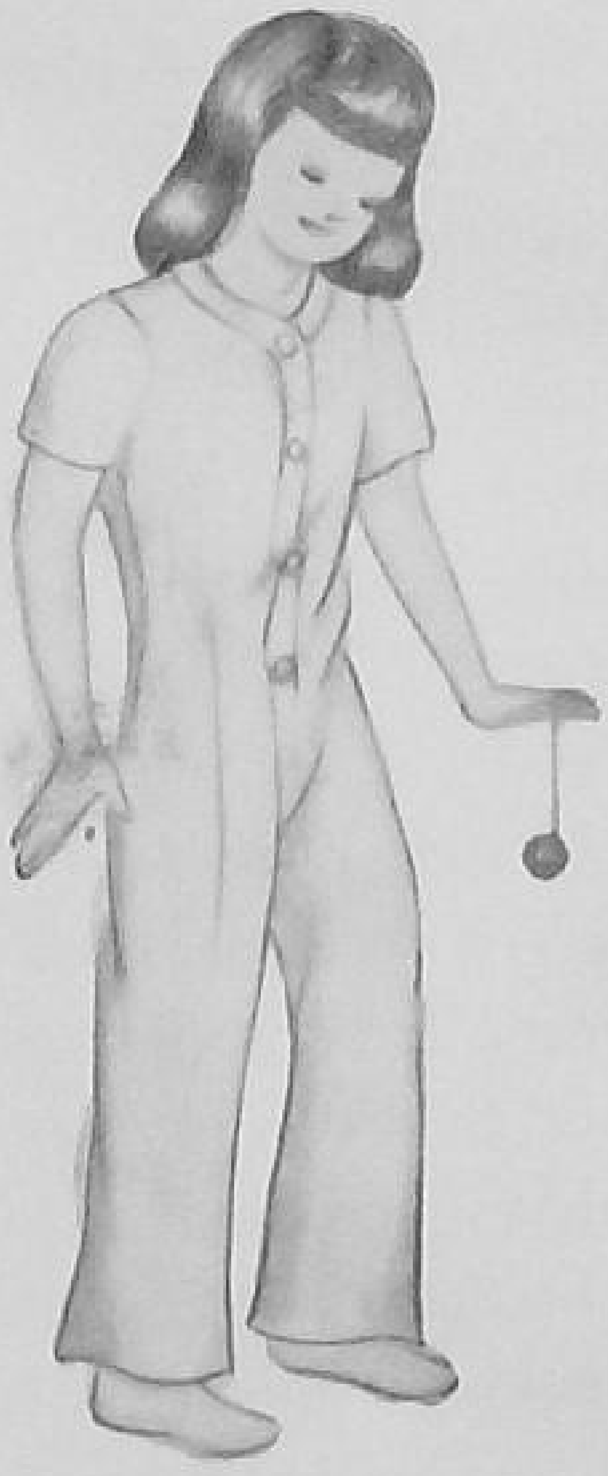


FIGURE 22. *When one-piece pajamas are used, check the length from the shoulders to the crotch, and allow seven or eight inches extra for stretching and growth.*

The coat should be full through the shoulders with sleeves extending to the wrist. If the coat is a slipover rather than an open-down-the-front, no buttons will be lost in the laundry with the consequent problem of replacement. Collars may well be omitted, for they only add to the laundry problem.

Some mothers advise a one-piece garment rather than a coat and pants. When a one-piece garment is worn, much care should be taken to check the length from the shoulders to the crotch and to allow seven or eight inches extra for stretching and for growth. Such a garment can be outgrown more quickly than the two-piece one and will cause serious discomfort or troubled sleep when it is too short or too tight.

Do not depend upon the marked size to indicate satisfactory proportions for a given age. If at all possible try the pajamas on the girl before purchasing them and get them too large rather than too small. If the shrinkage to be expected is not indicated, buy them an additional size larger.

All seams should be flat. Note the construction of the pajamas as carefully as you do dresses (see page 255).

FIGURE 23. *A summer housecoat for a child is simple to make. A sleeveless type or one with raglan sleeves is comfortable.*

Housecoats and Robes

The family clothing budget should be analyzed carefully in order to decide whether a housecoat or robe warrants inclusion in the wardrobe of the grade school girl. When the income is comfortable there can be at least two, for winter and summer use.

The quilted housecoat of either cotton or rayon is attractive and warm. Since dry cleaning is usually necessary for this type of construction, a color or pattern which will not show soil too quickly should be chosen. Flannel, wool, or a blend of fibers in the darker shades, or red or blue in a stripe or a plaid, will be especially satisfactory if the material is washable and shrinkproof.

The design is usually the simple, full-length, tailored type with a tie belt. There should be a wide lap in front so that the garment may give service a second year. Sleeves should be full cut and long. The raglan type is preferable though set-in sleeves are found more often in ready-

made housecoats. The latter when used should have an armseye with a deep easy cut.

The collarless beltless robe which swings free from the shoulders with ample fullness at the lower edge offers a variation from the usual tailored lapover type and is especially easy to make at home (Fig. 24).

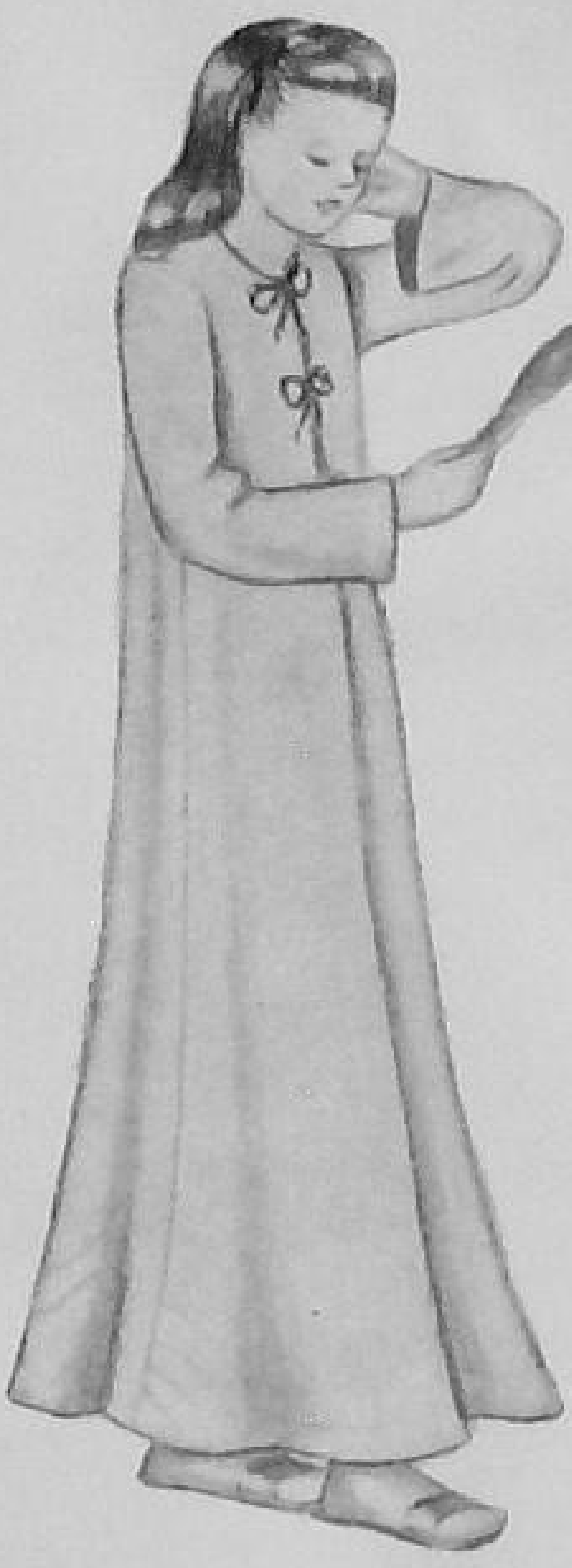


FIGURE 24. *A collarless beltless robe which swings free from the shoulders with ample fullness at the lower edge offers variation from the usual tailored type and is especially easy to make at home.*

Cotton fabrics that are desirable for winter are corduroy and velveteen. They require more care in cleaning or laundering than do terry cloth, candlewick, or chenille robes. All can be found in becoming, interesting colors. Matching or contrasting slippers can provide an effective lounging costume for a young girl. It will continue her training in the importance of an attractive, well-kept appearance in public and in private.

Few housecoat fabrics are entirely comfortable for winter and summer use, though candlewick or chenille are probably the most satisfactory, especially in a moderate climate. A well-made housecoat is one of the more expensive items in the wardrobe, and the child in a family of moderate means may have to choose one for year-round use and limit its purchase to every second or third year.

Cotton fabrics that are suitable for summer use for children's housecoats include seersucker, print, gingham, and percale. When the budget is planned for a family of limited income, a summer housecoat may have to be omitted entirely. If it is very much needed, it might be a made-over, constructed from an older person's dress, from two shirts, or from an adult's partially worn-out robe.

Housecoats or robes of handsome or delicate material such as satin, brocade, chiffon, fine lace, and the like are inappropriate and set false standards for a child even in a high-income family.

DISCUSSION

1. (*a*) Plan the nightwear for a grade school girl whose family has a moderate income. Select samples of appropriate fabrics. (*b*) Does this girl need a housecoat? why? What fabrics would you select for it? Justify your choice. How much will the housecoat cost?

FOOTWEAR

Shoes and socks represent a high percentage of a school girl's clothing budget. Their selection requires care and an understanding of the influence of properly fitted footwear upon the health of the child.

Socks

Selecting girls' socks is a responsibility which requires experience and study. A sock that is poorly knit will have irregularities, loose threads, or knots to mar the surface.

The sock should be knitted to fit the foot and ankle. Although finishing or "boarding" may give it the appearance of a sock which will fit well, this may disappear after the first laundering, and the sock will lose its shape.

Socks should stretch and give yet have sufficient elasticity to draw back into shape. Poor-quality yarn or an unsatisfactory knitting process may produce an inelastic sock which soon loses its shape.

Cotton socks should give good service. Mercerized, lisle, or lisle-mercerized yarns are preferred for durability as well as for attractive appearance. Note the label for information on the type of yarn used.

Rayon socks may attract the purchaser because of their luster and dressy appearance. Rayon yarns in low-priced socks, when of poor quality, are likely to break when damp, causing runs, or to become fuzzy after a few launderings.

Wool socks may be woolen or worsted yarn. When all-wool socks are purchased they should be shrinkproof. Manufacturers can produce this finish at a slight extra cost. It will prolong the usefulness of the sock and minimize care.

When socks of wool mixed with cotton or rayon are purchased it is well to note the percentage of wool present. In some mixtures the proportion of wool is slight and not worth the additional cost.

Buy as few pairs of socks for the growing girl as she can get along with. She will outgrow them quickly. Socks which are too short may cause acute discomfort. They wear out quickly and slip down at the back of the heel. On the other hand, socks that are too large form uncomfortable folds and wrinkles under the foot.

Many mothers prefer white socks for their children, for it is easier to match them up as single socks wear out. They need no special care in laundering. Colored socks, however, often give a note of interest which may add to the whole costume effect (see "Socks," page 338).

To increase the length of service, buy socks at least one half inch longer than the foot. Wash them as soon as possible after they are worn. A child can wash her own socks and should learn the proper method of laundering. Mild suds and lukewarm water should be squeezed through them; soiled spots must be rubbed carefully. They should then be rinsed. After the excess water is squeezed out, they can be rolled in a towel and finally hung over a towel to dry. Colored socks must be laundered separately, for excess dye is likely to discolor any other articles washed with them.

Shoes

Many adults suffer from foot troubles directly traceable to ill-fitting shoes worn in childhood. Too-short, too-tight, or too-large shoes are equally uncomfortable for children and may cause serious foot ailments.

Since there are no national standards for sizing footwear, there is no assurance that a shoe will fit if a certain size is asked for. A child's foot should be carefully measured, and the shoes should be tried on each time a new pair is purchased.

A girl should have two pairs of shoes in use. One may be for school and the second newer pair for special occasions. If her dress shoe is the oxford type it may be used for school when needed. If it is a one-strap pump it is less suitable for school. Dress shoes for special occasions will probably be outgrown before they are worn out.

White shoes for summer use should be purchased at the beginning of the season. If they are not worn out before fall they will probably be too small the following summer. It is poor economy to have a child wear out shoes that have become too tight or too short.

So-called "play shoes" are available in a wide variety of design and coloring. Imitation leather, low-grade leather, and a poor-quality fabric are an unwise investment. Play shoes are often made without arch support and are unlined. It is suggested that the purchaser run her finger over the lining of a shoe to be sure that it is smooth inside, especially around the edges. If one can feel tacks or rough places beneath the lining they will prove irritating to sensitive feet. Children's shoes should have no seams inside and should have broad toes to allow for growing feet.

Low flat heels are the only appropriate type for girls under twelve years of age. High heels are never suitable, though a dress pump in patent or white leather may have heels one lift higher than those for everyday wear. Spring heels (formed by bending the outsole over a thickness of leather between it and the undersole) are advocated for everyday wear.

Cemented soles are increasing in use in modern shoe manufacture. Such shoes may be comfortable if the leather is good and the cementing done properly. When the original soles are worn new ones may be cemented on.

For additional suggestions on fitting and purchasing shoes, see pages 166 and 222.

Galoshes, Rubbers, and Rubber Boots

Tabs or fasteners should be firmly attached and reinforced at the point where they join the galoshes. Slide fasteners are more convenient than tabs and make a more weather-proof closing. If galoshes are fitted large enough these slide fasteners are easy for children to use; however, they sometimes catch in the shoelace or sock or demand too much pulling for a child to manipulate. The heels should be stiffened and firmly molded to hold their shape. The toes should be reinforced with a thin cotton lining. Sometimes the whole rubber or galosh is lined either with a cotton fabric or with an additional layer of rubber. The outside edge,

where sole joins body, should be reinforced with an extra strip of rubber. An additional strip of rubber at the back seam is also desirable.

Some girls prefer rubber boots to galoshes, especially for winter wear in snow or rain. They may then have an additional pair of rubbers for summer use. In mild climates rubbers may be satisfactory for year-round wear.

Articles made from rubber deteriorate with age. Children should have this explained to them. Rubbers left on the back porch exposed to sunlight or heat will not last as long as those which are cleaned, thoroughly dried, and put in a moderately cool closet between wears. They should always be kept away from grease and oil.

Since overshoes should last at least two years they should be fitted as carefully as shoes. They should be sufficiently large, yet not too big to be cumbersome or look out of proportion. If they are too heavy and oversized a child may stumble or find their weight more than she can manage.

DISCUSSION

1. What is the range in current prices for children's socks? What do you get in higher priced socks that is not found in less-expensive ones?
2. What information is given on the label of socks now available in the stores? What additional information would you like to have? why?
3. How many pairs of socks should a grade school girl have in her current wardrobe? Justify your answer.
4. Which are more satisfactory for a grade school girl, galoshes or rubber boots? How often should they be bought?
5. List the footwear that an eight-year-old girl will need in a year. Estimate its cost.
6. Ask the local merchant to bring half a dozen pairs of shoes and explain their construction and probable service to the class.

HATS

Many girls do not have hats. In cold or rainy weather they tie handkerchiefs or scarves over their heads for protection and warmth. Some wear a knitted cap, a leather helmet somewhat similar to the one worn by

boys, a crocheted scarf, or a babushka. A coat may have a detachable hood, or a hat of self material may accompany a raincoat.

A handkerchief scarf may be made of a triangle or a square of material left from a dress. It may be of cotton, wool, or rayon and is usually of a bright color or gay print. The edge may be rolled and whipped, hand hemmed, picoted, or finished with a narrow, machine-made hem. A simple method of finishing is to ravel back the edge about an inch. A row of machine stitching close to the fringe or hand hem stitching will keep it from fraying.

A wool or cotton fabric is often used for a cap, sometimes called a "beanie." This is made of six or eight triangular sections and fits the crown of the head. It is often untrimmed though a bow or loop may be added.

Eleven- and twelve-year-olds sometimes wear a small brimmed hat, a tam, or a beret, though it is by no means a requirement in the wardrobe. This may be of felt, fabric, or straw. It completes the costume for church, shopping, or some special occasion.

The head and ears should be covered when the child is to be outdoors in cold or rainy weather, and mothers would do well to make some provision for this in planning the wardrobe with their daughters. A ski jacket with a hood, either with or without fur trimming is one solution. A rain hat matching the raincoat is another. Knitted or crocheted caps and scarves can be most attractive and are warm and comfortable when made of wool yarn.

In summer, if a child plays outdoors a great deal, her unprotected head should not be exposed to the direct rays of the sun for any length of time. An inexpensive broad-brimmed sunhat may be the solution. This will also protect the eyes from glare.

ACCESSORIES

Umbrellas

If each boy and girl has his own umbrella and learns to take care of it, its days of usefulness can be prolonged. The child's name should be

on his own umbrella, for it may be difficult to distinguish from a group at a friend's front door or when left in the school locker room. A name tape should be stitched to the inside edge of a fabric umbrella or attached to a rib when a synthetic or impregnated material has been used.

Rayon and cotton covers may shrink when wet. The umbrella should be left open to dry; it should not be placed near a stove or radiator.

Show Mary and Jim how to open an umbrella carefully. The tie band should be loose not attached to any of the ribs. Each rib should be in place, and the umbrella should be opened slowly. A jerk that is too quick may break a stitch or pull a rib out of place. After drying, it should be closed with equal care. In the downstairs hall closet there should be a special hook for each child's umbrella. If his name is placed above it, this will add to his sense of responsibility. It will also help his mother to note quickly whether the umbrella has been brought home at the end of a rainy day.

Handkerchiefs

Disposable tissue is the most satisfactory handkerchief for a child. It is hygienic and eliminates laundering. When a girl has a cold she can carry several in an envelope or purse. A small box of tissue can be kept in a locker or desk at school.

Children lose fabric handkerchiefs. When used for the many purposes to which they can be put they soon become grimy and unhygienic. Rather than burden the child with remembering to bring back a handkerchief each day or causing family friction when it is lost or forgotten, it is good judgment to send her off in the morning with several tissues, knowing they need not be returned. It is believed that the slight cost of disposable tissue will more than offset the loss in energy, time, and money expended in keeping up with and laundering children's fabric handkerchiefs.

For special occasions, such as Sunday school or a party, a fabric handkerchief may be used to add a note of interest or to complete a costume. This should be dainty and sheer. Borders or stripes may add color. Any pattern or design should be conventionalized and related to the space in

which it is placed. It might be better to choose a handkerchief without a motif in the corner rather than one which is poorly designed.

Gloves and Mittens

In the grade school girl's wardrobe gloves and mittens are used primarily for warmth and protection. However, they can be gay and attractive and pick up a color note which may be repeated in a scarf or cap. Bright-green, red, or blue mittens may contribute a spark to the cold-weather costume and at the same time make the child stand out against the winter landscape. Vivid color accents are advantageous when the child plays outdoors or crosses a street or a road where there is likely to be automobile traffic.

Mittens may be made of a number of different materials. All-wool, knitted mittens are a solid color or a combination of several colors, sometimes with stitching or embroidery in a peasant effect. Leather ones are made of lambskin or capeskin. They may be unlined or lined with cotton fleece or lamb's wool.

A pair of fur-backed mittens may have a leather palm and a cotton-fleece lining. Reversible mittens may be red corduroy on one side and white rabbit fur on the other.

For the child who plays outdoors in the snow or for wear in cold rainy weather a water-repellent cotton poplin, lined with cotton fleece, is a wise choice. Cotton-string mittens sometimes have a wool lining.

Mittens should be fitted so that they are large enough for the child's hand and come well up over the wrist. A knitted wrist band is often desirable. Although white fur and soft-pastel-colored knitted mittens are attractive looking they soon become soiled and detract from the child's well-groomed appearance. Mittens made of loosely knitted wool are not warm enough for cold weather, though they may prove satisfactory with a cotton fleece or brushed wool lining.

The child's name should be sewed in both mittens. Some mothers attach mittens to the cuffs of the jacket with a cord or ribbon when a child is especially forgetful.

Mittens that are too tight for a child should not be worn. When they are outgrown they should be passed on to a younger member of the family or to a friend. Since there is little difference between mittens for boys and girls at this age they can be passed on or exchanged freely.

Gloves are sometimes preferred to mittens because of the freedom they give in the use of the fingers. They are made of some of the same materials and may be lined or unlined. Cotton or wool string makes smart-looking gloves when the string is of good quality and a close knit has been used. Leather gloves or cape- or lambskin may be lined with cotton fleece, wool fleece, or lamb's wool for warmth. They may be wrist length and the buttoned or the gauntlet type with or without a strap.

Some girls use gloves to complete a costume for Sunday school or travel. If Mary, eleven or twelve years old, has a spring suit and a felt hat which she wears to church or on trips to town, cotton-string or capeskin gloves may be needed. However, many preteen-aged girls have little occasion for gloves of this type. They use them for winter wear only with their outdoor and school costumes.

DISCUSSION

1. How often should gloves or mittens be purchased?
2. Shop for a child's umbrella. How much does it cost? What is the probable length of service it will give?

Use Good Judgment in Planning and Purchasing the Wardrobe

1. Buy only the articles the child must have. Omit extras and unnecessary accessories that are worn infrequently. Avoid two hoods, snowsuits, or coats when one will serve the purpose.

2. Keep a basic color in mind; select additional garments to harmonize. Monotony can be avoided by variation in value and intensitv of color and by planning related as well as contrasting color schemes.

3. Select fabrics and garments bearing labels which give factual information, such as fiber content, percentage of shrinkage, fastness of color to light, laundering, dry cleaning, or other aspects of performance to be expected.

4. Know the staple fabrics, such as cotton, broadcloth, eighty-square percale, flannel, and gingham, together with the current retail price for a good quality of each.

5. If fabrics and garments must be dry-cleaned avoid light colors.

6. Select garments that have a simple cut and design. Avoid decorations, braids, loops, detachable collars, fancy rufflings, ruchings, and fabric-covered or ornate buttons.

7. Estimate the number and the type of garments or the yardage before making a purchase.

8. Buy garments on sale only when they meet a need. It sometimes pays to buy early in the season when stocks have just come in. Though the price may be higher then, you will have a choice of fabric and design and will have several extra months of seasonal wear.

9. When outer garments are simple in cut, well made from a fabric of good quality, and the design permits lengthening or adding width, at least two years of wear is a reasonable expectancy.

10. It is good planning to have the fewest pieces of simple underwear possible for comfort and cleanliness. Children outgrow these garments quickly. To purchase or make replacements is usually more economical than to alter them.

11. For winter wear, provide several light- and medium-weight outer garments rather than one heavy coat. Air is an excellent insulating agent in layers or when it is enmeshed in knitted and napped fabrics.

Analyze Her Personality

Personality according to Webster is "that which constitutes distinction of persons." Each child has her own individual personality, made up of the sum total of her physical characteristics and mental traits and summarized in the impression she makes on her friends and family and their estimate of her.

Rather than classifying children as types and attempting to accentuate that type, it is more reasonable to study the child's emotional and physical traits and attempt to supplement or emphasize them through an appropriate choice of design, color, and texture. This, then, might be the beginning of individuality and personal style.

It should be remembered, however, that the grade school girl is a developing personality and not a mature one. The most appropriate type of clothing for her will be simple and functional, gay and youthful. In so far as possible she should have what she wants and likes and "what the other girls wear." At the same time, the choice of line, color, and texture should be such as to enhance her developing personality.

In helping her to select wisely, there must be insight and understanding and a knowledge of line and color. Perhaps the first step is putting into words a description of her emotional and mental characteristics. This could be followed by a list of colors, textures of materials, and suggestions for line movement which would accent her individuality. Line decoration and movement should express the same idea as the lines of the wearer.

Thus the child with straight hair, medium- or coarse-textured skin, athletic build, and erect posture, who has a gay sparkling disposition and a friendly manner, will be appropriately dressed in firm-textured practical materials made up into costumes whose predominant line movement is straight or diagonal with some opposition. She can wear warm or cool hues of medium value and high intensity.

Her classmate has blond curling hair, fair skin, and blue eyes. Her features are delicate and fine. She is shy, sensitive, and appealing. For her the most becoming lines are curved and transitional. Light pastel colors of soft intensity and dainty fine materials complement her more obvious personality traits.

Each child is an individual. Few fall into the groups listed as types by various authorities. It should be noted, too, that one costume will accent certain personality traits while a different one will emphasize others in the same child. A plaid sports blouse and blue jeans may make an athletic tomboy out of a girl who is out on a camping expedition. Femininity may be restored when a lace-trimmed organdy party dress is donned.

DISCUSSION

1. Work out wardrobe suggestions for two acquaintances in the age range six through twelve. Plan to emphasize their most attractive personal traits. Describe each child. Explain why the line, design, and coloring of each wardrobe would be different.

2. Study a child movie star. Describe her wardrobe in a recent film. Was it appropriate to the character she was playing? Explain.

3. Make a list of adjectives describing personality traits.

Effect of Line and Design

THE SLENDER GIRL

Let us study carefully a grade school girl whose age may be six or twelve or any of the years in between. Louise is "tall for her age"; she is now nine, and her mother has had difficulty in keeping her in dresses that are long enough for her. Long-sleeved blouses and sweaters are too large in the body and too short in the sleeves. Her face is long in proportion to its width; her neck, arms, and legs are thin. This is an inventory of her liabilities. She has assets too. These may be the color of her eyes, her clear complexion, and her curly hair.

A careful analysis, without prejudice, is the first step, and there is an advantage in listing the good points and then the poor ones in a notebook. Now, what can be done to emphasize her assets and minimize her slenderness?

"Widthwise lines broaden" is a good rule to start with, though there are exceptions to it. Louise can wear a plaid skirt with a sweater which repeats one of the colors in the skirt or a skirt and sweater of contrasting or related colors. A dress with a top of one color and a skirt of another will be becoming. Both sweater and dress will be more attractive if they are slightly bloused above the waistline.

Her skirts should be the full-gathered or pleated type, rather than plain flared or gored. A contrasting band, several rows of braid, or a ruffle may be stitched on the lower edge.

The necklines which will be most becoming will be round or a short oval. She should avoid V-shaped necklines. Sometimes she wears a square neckline; though this may be severe it can be softened with a ruffle. A rolling collar is more becoming than a flat one or a collarless neckline.

She can wear a loose short sleeve or a puffed sleeve; long sleeves should be soft and full and gathered into a band. If her pinafore for summer wear is sleeveless, it should have a ruffle extending out over the top of her arm. All her clothes should be soft and loose and usually should be bloused. She can wear contrasting belts—bright red on a navy-blue dress or shiny patent leather on her brown dress. A sash tied at the back can be used on her pinafore or dresses for special occasions.

An overblouse of one color and a skirt of another will look well on her. A ruffle on the lower edge of the overblouse can also be used.

Her coat can be swagger or flared. A double-breasted Chesterfield or a shorter jacket or topper will give width to her figure. If the colors of the skirt and coat contrast, the effect will be more becoming than if both are the same color. She will avoid a fitted or semifitted effect, for these accent slenderness.

Louise's twelve-year-old friend, Betty, who is too thin for her height, has just bought a becoming suit. The jacket is straight cut, loose fitting, and slightly above hip length. This is tan and brown plaid. The skirt is plain brown. Both the skirt and the jacket can be used in other combinations. Betty looked equally well in a navy-blue Eton jacket suit. The skirt was pleated to give a flared effect. The jacket and cuff edges were bound in red, and there was a red blouse to go with it.

Louise does not wear a hat, but Betty found that a shallow crown and a turned-down brim of medium size was her best choice.

Both girls wear their hair in a soft loose effect. Louise's is short and fluffy coming down slightly on the back of her neck. Betty has a high forehead and has bangs which are loosely waved.

Very thick fabrics or thin stiff fabrics are unbecoming to these girls. Soft, medium-weight materials, such as broadcloth, poplin, gingham, flannel, or gabardine, are suitable. Voile is attractive for blouses and summer dresses but must be smocked or shirred. Tweed and thick nubby fabrics should be avoided. When organdy or rayon taffeta is used for special-

occasion dresses, care is taken to choose designs which give a soft full effect rather than a stiff angular one.

White socks or socks which contrast with the color of shoes or sandals, perhaps repeating the color of the belt or a trimming, are found to be best for both girls.

For the tall thin girl use:

Lines which give a widthwise effect.

Broad shoulders.

A yoke which extends out over the shoulders with a gathered section below it.

Soft gathers and fullness.

A pleated, circular, or gathered skirt.

Contrasting belts.

A short gathered or gored peplum.

A contrasting blouse (or sweater) and skirt.

Gathered ruffles across the chest.

Wide, soft, or gathered sleeves.

A bloused waistline.

Light colors or warm ones.

Avoid:

Tight straight dresses or sweaters.

Pointed lines in collars or in decorative trimming.

Plain tailored blouses, skirts, or slacks.

Long tight sleeves.

THE STOUT GIRL

Sue, aged eleven, is slightly overweight. Ice cream cones and candy bars between meals are difficult to resist, yet she is beginning to be very much interested in clothes. She is in the sixth grade and is looking forward to junior high school next year.

Sue has a round face and plump arms and legs which look short in proportion to her figure. Her chest and waistline have the same measure-

ments. She does not carry herself very well, and she sways in at the waistline and too far out across the lower back. She and her mother must choose costumes which appear to bring her figure into better proportion, minimizing width and emphasizing the lengthwise effect.

The V-shaped and long-oval necklines are the most becoming. She avoids the wide square, round, or boat-shaped neck. She finds that a collarless line will make her short neck seem longer. She avoids a round rolling collar, a ruffle, or a scarf which comes up on her neck. She can wear a flat narrow collar with pointed ends on a V-shaped neckline.

Her sweaters and skirts match, for she knows a contrast in color at the waist or hipline will make her seem shorter and broader. Although her dresses are cut to fit easily there is no extra blouse at the belt.

She has found that a panel of a contrasting color down the front of a dress is becoming or a row of dark buttons on a light dress. She tried a line of buttons on the side seams of her dress once, but these only made her appear wider.

Her belts are the same color and material as her dress. She often omits a belt entirely from the design and never wears a sash with a wide flaring bow. Her pinafores have V necks or long narrow square necks and are without ruffles at the armscye. Sometimes they are cut rather wide through the shoulders and out over the arm. This brings the eye to the upper part of the body and away from the lower part, giving an illusion of height.

Sue's mother has encouraged her to try different types of skirt designs. A full-gathered skirt is not for her, though she can wear one slightly gathered with fullness at the front and back. A flared or gored skirt fitting easily over the hips is slenderizing. If there are pleats at the front and back, rather than at the sides, it is helpful; nor should the skirt be too short. She avoids any skirts with contrasting trimming around the lower edge. She has found that separate skirts and blouses are unbecoming and chooses a jumper dress instead. Suits with matching jackets are better than contrasting ones.

She avoids puffed sleeves. Sleeveless dresses or those with short or long straight sleeves give the best lines. There should be no contrasting trimming at the lower edge of short or long sleeves.

Her coat is semifitted or a single-breasted Chesterfield. The jacket she wears to school is about hip length and the same color as the dress beneath it.

Fabrics which are soft and flexible yet firm are best for Sue. Most of the medium-weight cottons or wools are becoming. Neither thick woolly materials nor thin voiles and organdies are suitable. She seldom wears plaids, though she has found that when the colors are close in value she can use them. Medium or small stripes are good, though large ones with a striking color contrast are not becoming. She also avoids bright large patterns.

Her hair is worn in a long softly waved bob and is parted on the side. Though she seldom wears a hat she has found that a small one which fits the crown of her head and has an upstanding ribbon or bow gives the final slenderizing touch.

Beige socks, just about the color of her legs, or those that match her shoes in color seem to be her best choice. She likes long dark ones the color of her brown oxfords in the winter. She often omits them entirely with her summer sandals during vacation play periods.

For the short stout girl try:

Straight unbroken lengthwise lines.
Beltless dresses or a matching belt.
Vertical-striped material.
Raglan sleeves.
Lengthwise lines of buttons.
Sweaters and skirts of the same color.
Dark or soft grayed colors.
A collarless neckline.

Avoid:

Dresses or other outer garments that are too short.
Contrasting belts.
Full sleeves.
Double-breasted coats.
Transparent or flimsy materials.

Bright colors.
A strong contrast in colors or values.

THE WELL-PROPORTIONED GIRL

Kate is well proportioned and has few special problems. She has an erect carriage, and her posture is good. Selecting becoming lines and designs for her is comparatively easy and poses few problems.

Simplicity in design and ease in cut should be given paramount consideration. The plaid should be in good proportion, and the stripe or pattern should be neither too large nor too bold.

The design of the ensemble should give an effect of rhythmic or related movement. This can be accomplished by repeating a color or a line. A rounded line on a pocket edge can be used again on the end of a cuff, a belt, or a yoke contour. The color of a red belt can be picked up again in the hair ribbon and socks. Tucks or pleats repeated on the blouse and skirt, a line of buttons grouped in pairs, and a series of tucks graded in size are some of the ways whereby a rhythmic effect may be attained.

Any line movement should be becoming to Kate, though one predominant effect should be chosen. If her face is a well-proportioned oval, various necklines can be worn. Since a dress should enhance the personality the design should emphasize the face. Any decorative note should be placed near it to contribute to this dominance. Any additional decorative trimmings should be subordinate to this.

Since the costume of a grade school girl has a relatively small area, restraint must be used in the use of decorative motifs or trimmings. When a choice must be made, it is preferable to select a plain or self-trimmed effect rather than an elaborate one or too much variation.

Almost any texture effect suitable for a child is becoming. For all types of costumes, the emphasis is on medium-weight textures which are soft and flexible. Fragile perishable fabrics, stiff boardlike ones, or handsome formal ones are inappropriate.

Whether she is ready for Sunday school or going outdoors to play there should be a feeling of unity throughout her costume. The patent-leather pumps which are entirely appropriate when worn with her Sun-

day costume should not be used with her shorts and cotton knit shirt "to get a few more wears out of them."

Fine fabrics and delicate textures have a feeling of relationship. A lightweight velveteen coat with a hat to match, a soft rayon-crepe dress, white lisle socks, and patent-leather slippers contribute to the whole unified effect when Kate is dressed and ready for a party in a friend's home. When the same rayon-crepe dress is used for school a few months later because Kate is beginning to outgrow it and saddle oxfords together with a leather jacket round out the costume, the effect lacks textural harmony as well as unity.

If Kate's mother is interested in developing good taste in her daughter and understands the part that the fundamental art principles play in working out any good composition, whether it be a water color or a costume, she will discuss the assembling of the costume with Kate and help her to understand the reasons for certain combinations and choices. She will place as much responsibility on Kate as possible in order to develop her ability to make wise choices.

DISCUSSION

1. Trace two dress designs from a fashion magazine showing rhythmic line movement in a child's costume.
2. Trace a dress design which would be becoming to a short stout girl. Trace an unbecoming one.
3. Trace a dress design which would be becoming to a tall slender girl. Trace an unbecoming one.

Color Choices

A knowledge of color brings with it joy in its use and opens up a whole new world of interest and pleasure. The sensitive mother, keenly interested in the well-rounded development of her daughter, will take steps to see that she is aware of the enjoyment and satisfaction which comes from the skillful use of color. She will try to develop a growing understanding through its choice and combination in her clothing. She

will think of her child's wardrobe as a setting to accent her hair, eyes, and skin and to enhance her personality and proportions.

In early childhood, children show more interest in color than in form. They enjoy working with crayons and paints. They should be encouraged to perceive color and to enjoy it. "Will you wear socks to match your hair ribbon?" or "Since it is raining would you like to wear a bright cheerful color today?" will build up awareness of color. This will turn a young girl's thoughts to the fact that a costume can have a color scheme, that colors can harmonize or contrast, and that they can be used to give different effects.

Building up sensitivity to color and appreciation is a cumulative process. It should be part of the plan for her education at home. In order that it be done skillfully and authoritatively parents must have an understanding of color theory and its relation to costume planning.

Colors for the grade school girl can be brighter and clearer than those suitable for the adult because her natural coloring is clear and fresh. However, only those who are vivid in coloring should wear a whole dress or a coat of a bright color. If a child's coloring is of medium intensity, soft subdued colors with touches of brightness in buttons, mittens, hair ribbons, and other small details will be more interesting.

STUDY HER COLORING

Study the child's coloring; first hair, then skin and eyes. Classifying her as a blonde or brunette is not satisfactory since there are so many variations, and any appraisal of color type must be modified by her personality traits.

Enhance first her hair, then skin, and finally eyes when a choice of becoming color must be made, though often colors will be found which complement all three.

The auburn-haired child will look better in colors which are more subdued than her own.

The girl with a cool skin coloring wears the darker cool colors and lighter warm ones best; whereas warm skins, olive and swarthy, wear warm colors and bright, dark, cool ones best.

If a child's hair is honey colored or light blond avoid the tans and beiges. These will make her seem uninteresting.

Cool pastels, such as aqua, blue, and violet, can be attractive with a sun-tanned skin, if a contrast is desired. They have special appeal if the child has blue eyes.

COLOR HARMONY IN THE WARDROBE

For the winter wardrobe a basic color should be chosen, such as navy, red, brown, or green, and exemplified in the coat and perhaps the sweater. All other garments for the seasons should be planned to harmonize with these major items. If her coat is brown, her oxfords should be the same color and not black. Tan, aqua, soft yellow, and orange will be some of the colors used in dresses, buttons, sweaters, scarves, and hats. If she wears jodhpurs, they will probably match the coat.

If no thought is given to carrying out a related color scheme in her wardrobe the effect is likely to be unattractive. It will indicate lack of understanding of the importance that gay colors and subdued ones play in working out a charming yet utilitarian wardrobe for a child.

Bright mittens, knitted caps, and scarves are often used to contribute interest to the dark basic color of a snowsuit or topcoat.

For summer, any becoming colors can be chosen for dresses or sun-suits but should be assembled with hair ribbons, belts, socks, and other accessories which show imagination and a knowledge of color relationship and contrast.

DISCUSSION

1. Collect swatches of material suitable in color for different types of children.
2. Select a group of colors that would be becoming to a dark-haired girl with a fair skin and blue eyes.
3. Select a group of colors that would be becoming to a red-haired girl with hazel eyes and a freckled skin.
4. If a child's winter coat were bright red, what additional colors would you choose for the other articles in her winter wardrobe?

That Well-Groomed Look

POSTURE

In children as in adults, clear eyes, smooth transparent skin, lustrous hair, and abounding vitality are indicative of good health. Along with good posture and erect carriage they are basic to attractive becoming costume effects.

Postural defects begin to appear around the age of five years. Between nine and twelve posture is likely to be poor. The way a girl holds herself and moves across the room should be noted carefully, and thought should be given to accomplish improvement if it is necessary. The admonition "Walk like a queen" may be supplemented with a trip to the movies to view a costume piece showing one of history's queens portrayed by a movie notable. The girl who grows tall quickly is likely to become stoop shouldered or to slouch. Walking with a book on her head is an old-fashioned exercise. It is still practiced by those who are being trained for modeling or the stage.

Muscles must be evenly developed so that the tension between those pulling a joint in one direction and those pulling in the opposite direction is in a state of balance. Most people have evenly balanced muscles at birth, but some do not keep them in that condition. Whether good posture is maintained depends, to a great extent, upon the manner in which a child walks, stands, sits, works, and even sleeps.

Postural defects are likely to begin at an early age. Young bones are soft and pliable. If they are bent out of shape, or if muscles are strained too much, the unusual postures thus assumed may become permanent. Parents should be watchful to see that the child does not duplicate their own habits of poor posture.

GROOMING

Lustrous clean hair, shining teeth, and complete external and internal cleanliness are the foundation stones of good grooming in childhood as in later life.

A series of edicts will not help the grade school girl to understand the importance of good grooming. The inspiration of a favorite child movie star may be the motivation needed in planning a daily and weekly schedule of self-care. An older girl or a favorite teacher will sometimes serve as well. What the other girls do is usually very influential.

The six- through nine-year-olds will have less interest in the simple details of attractive grooming, though planning a schedule of daily and weekly care may appeal to them. Checking it off each night may prove to be an interesting game. The ten-, eleven-, and twelve-year-olds are beginning to be more conscious of their appearance. Their older friends are talking of powder and lipsticks. Some have had permanent waves; others are using bright nail enamels. It is the preteen-aged group that must have special guidance and understanding.

It would be well to use this interest in planning the time for a girl's daily and weekly care of herself and her clothing to achieve careful grooming and to form the good habits which will influence all her later life.

A girl should have her own toilet articles, including a brush, a comb, a hand mirror, and simple equipment for hand care, such as an orange stick and colorless nail lacquer. It would be well for her to have her own dressing table and bench where she may sit down before a mirror to brush her hair or "do her nails" as her mother and older sister do. A chest or dresser in which to keep her clothes should be provided.

Face powder, cold cream, rouge, lipstick and perfume are inappropriate for a grade school girl. However, she should be encouraged to use colorless lip pomade for chapped lips and a few drops of hand lotion on her hands, knees, and elbows. Unscented talcum powder applied after her bath will make her feel fresh and cool in warm weather. Several delicately scented sachet pads of lavender, pot pourri, or vetiver placed among her clothes will give a hint of delightful fragrance and may serve as a substitute for the bottle of perfume or toilet water she may feel she ought to have.

Hair Dress

A child's hair should be dressed becomingly. Thought should be given to the location of the part, line direction, length of cut, and style.

The effect should be natural looking, youthful, and girlish. When hair is straight and difficult to arrange attractively, a permanent wave will probably make it more manageable. Usually the wave is put into the ends of the hair and should be soft and loose. The hair should never be arranged in set hard waves, nor should the permanent be a tight fuzzy one. A hair dress for school and play should be quick to comb and should not get disarranged easily. It should be planned to give the face the semblance of an oval. Bangs, plaits, and soft curls can create illusions for the too-thin or too-round face which are well worth studying.

A ribbon of satin or velvet may be added, and a more careful arrangement worked out for special occasions and parties.

DISCUSSION

1. How are children's shoes related to posture difficulties?
2. Discuss the effect on posture of carrying heavy books in one arm.
3. Work out a schedule for good grooming for a ten-year-old girl.

Clothing for the Grade School Boy

Chapter 7

THE years from six to twelve in a boy's life are fascinating ones. His personality is unfolding. He is beginning to think of himself as a person and is trying in various ways to establish his independence of adults. Refusing to conform to family convention, to do what he is told, to wear clean clothes, or to wash his hands and brush his hair are some of the ways in which he tries out adult reaction. "You are too strict," or "That is sissy," or even "My family is so bossy" is likely to be his summary of any regulations or suggestions that are objectionable to him.

Simple Functional Clothing Needed

Boys of this age want freedom of movement in their clothing. They dislike tight garments. Stiff, rough, or heavy clothing is avoided by them also.

This age needs understanding. If he is required to wear a suit when the other boys wear slacks and jackets, if his dress is more formal than that of "the other guys," a sensitive boy may suffer humiliation and develop a lack of confidence or an inferiority complex. Patience and judgment are traits which parents must cultivate. If "the gang" wears sweatshirts and tennis shoes, a mother must accept this as a period

through which almost all boys go. She cannot be too rigid in enforcing definite standards of dress. Although she can encourage his association with boys whose parents have the same idea about dress that she has, she may break down a happy relationship by reiterating too often "Jack, take

FIGURE 1. *Simple design, sturdy materials, and good construction should characterize the garments assembled in the grade school boy's wardrobe, if he is to be appropriately dressed, yet ready for school and play.* BERNSIDE MILLS.

care of your clothes" or "Don't play baseball after school because you will get your suit dirty."

A reasonable amount of wear and tear must be expected. Simple design, sturdy materials, and good construction should characterize the garments assembled in the grade school boy's wardrobe if he is to be appropriately dressed yet ready for school and play. Dressy and feminine clothes must be avoided. Freedom from strain about care of clothing will mean freedom to develop a normal, well-rounded, outgoing personality.

DISCUSSION

1. Describe the school costume of a ten-year-old boy in your community; of a six-year-old boy. How are they alike? How are they different?

2. List the points a mother can make in encouraging him to take care of his clothes.

3. How could a group of boys be encouraged to improve their appearance?

Planning the Ensemble

FOR SCHOOL

Climate will influence the weight and number of garments needed for boys aged six to twelve, and family finances or the ability of the mother to judge values may affect quality. However, the design and type of clothing worn by boys varies little in different sections of the country or from year to year.

Styles in overalls, suits, shirts, and the various other garments he uses are standardized. Originality in cut is discouraged. In fact any step towards being different, such as a shirt collar or material in a jacket, may cause acute misery.

For school in the fall, a cotton knitted or fabric shirt, shorts, socks, and oxfords are the traditional garments for thousands of boys. A possible variation will be slacks or overalls instead of the shorts (Figs. 2 and 3).

Jackets of various materials, a finger-tip coat, a snowsuit, or an overcoat are added for winter wear. A sweater or a sweatshirt, a cap or helmet, and a pair of mittens complete the costume. Summer clothes include a shirt often worn outside and slacks or overalls.

New styles are accepted slowly, and the new shirt and suit are usually very much like the old ones. Colors are conservative, such as navy, brown, or khaki. Comfort and serviceability are the criteria to be used when making selections.

Although fashions in boys' clothes change very little over a period of several years, the boys themselves do. They grow taller, stouter, heavier, or thinner. Careful choice making is necessary in order to have an overcoat for a six-year-old be a comfortable fit when he is eight years old. It

is likely to be too large at first or too tight the second winter. Both extremes are objectionable.

It is wise judgment, then, to put into the purchase price only enough to secure a good appearance for the length of time the boy will be able to

FIGURE 2. *For school wear, a cotton shirt, slacks, socks, and oxfords are traditional dress for boys.* B. SCHWARTZ AND COMPANY.

use the garment. The finest worsted fabrics, custom tailoring, and hand-finished details are seldom found in boys' suits and overcoats. However, the materials and the finishes must be firm, flexible, sturdy, and able to take hard wear. A sweater of rayon and cotton which will stretch out of shape with the first laundering, pajamas of heavily sized material which become thin and sleazy and shrink too much to wear again, and a rayon shirt which requires extra care in laundering and pressing are a wasteful and extravagant expenditure of family funds. To avoid making these

mistakes parents must learn to judge quality and must read labels carefully and with understanding.

When a garment proves to be unsatisfactory or fails to give the expected service, an effort should be made to determine the reasons for this,

FIGURE 3. *Overalls are used in many grade school groups and are especially comfortable for the six-, seven-, and eight-year-olds for winter wear.* B. SCHWARTZ AND COMPANY.

and the matter should be discussed with the boy. However, little can be accomplished toward educating the boy to become a wise consumer-buyer until the parents themselves have a background of understanding and experience and feel an obligation to train their child in wise spending.

FOR PLAY

Some boys are expected to change their clothes immediately upon their return from school and to put on another set of garments. Often

these are old clothes of the same type worn during the day. Other boys make no difference between play and school clothes.

For active sports, such garments as a baseball suit, bathing trunks, and a Boy Scout uniform must be supplied. These vary in price and quality. A two-weeks vacation at the beach will require an inexpensive, medium-quality bathing suit. A Boy Scout uniform is regulation and must conform in cost and quality to what is prescribed.

Cowboy and Indian suits add to the joy and fun of play. They make the imaginative games in which boys engage more realistic. Such suits are seldom constructed to give service or to stand up under hard wear. The belt is likely to be imitation leather, and the trousers and jacket may fade and shrink if washing is attempted. They usually cost as much or more than a good-quality suit. A feather headband or bright neck scarf and a belt and holster bought separately will often give the same effect and cost less. When a playsuit is bought it should be understood that the investment is for pure joy and fun, which is an ample return when the expenditure can be afforded.

FOR SPECIAL OCCASIONS

Many boys will wear about the same clothes for week days, Sundays, and for informal social gatherings. However, the newest shirt, slacks, and shoes may be kept for dress-up wear for a short time and then used for everyday service. This is a reasonable plan. Care should be taken to begin using the new garments for general wear within a short time after they are purchased, or else they will be outgrown.

Sometimes a sports coat somewhat like a suit jacket will be kept for Sunday wear by the ten-, eleven-, and twelve-year-olds. This may be a solid color or a plain front with a plaid back and sleeves (Fig. 4). A small percentage of boys of this age wear carefully tailored suits with matching jackets and trousers.

Another variation for dress wear is a tailored shirt and tie, like Dad's, instead of a cotton knit or sports shirt. This is worn with shorts, knickers, or slacks.

FIGURE 4. A suit is used by some boys for special occasions and Sunday wear. The coat may be of sports type with the front of solid color and the back and sleeves of a lighter patterned material. DU PONT COMPANY, MANUFACTURED BY B. SCHWARTZ AND COMPANY.

DISCUSSION

1. (*a*) Plan a boy's school wardrobe. What should he have on hand in the fall? List the kind and quantity of clothes. Justify your choice. (*b*) What should be added for midwinter wear? List the kind and quantity. Justify your choice. (c) What should be stored in the spring? What should be added?

2. If the income were unlimited what should be added for play and special occasions?

3. If the income were very limited what should be added for play and special occasions?

Standard Sizes for Boys' Clothing

More has been done toward standardizing sizes of boys' clothing than for any other type of garments.

As early as 1937 the American Standards Association was looking toward standardization of sizes for children's garments and patterns and authorized a committee to accomplish their objectives. By 1941, "American Standard Body Sizes for Boys' Garments" was published by the American Standards Association with the American Home Economics Association as the sponsor. The measurements used were based on a nation-wide body-measurement study [1] of 147,088 American school children in a project organized and directed by the Bureau of Human Nutrition and Home Economics in 1937–1939.

Seven standard body sizes are suggested in an average age range of five years, eight months, through eleven years, nine months. Table 25 presents the four principal body measurements that are most important in sizing garments for boys: stature (height), hip girth, chest girth, and waist girth. In addition, the weight for each size is given.

According to the American Standards Association, committee work is going forward in standardizing body sizes for boys and girls with the expectation "that, when developed, the standards will lead to the labeling or tagging of garments with a size designation consisting of two body

[1] Children's Body Measurements for Sizing Garments and Patterns," *Miscellaneous Publication* 365, United States Department of Agriculture, and "Body Measurements of American Boys and Girls for Garment and Pattern Construction," *Miscellaneous Publication* 366, United States Department of Agriculture.

measurements. Either the combination of stature and girth of hip or of stature and girth of chest is now favored."

TABLE 25 THE MOST IMPORTANT BODY MEASUREMENTS FOR SIZING GARMENTS*

Stature (Height) †	*Hip Girth*	*Chest Girth*	*Waist Girth*	*Weight* (in Pounds)	Size Groups	*Average Age of Groups of Boys Measured in B.H.N.H.E. Research* Years	Months
43	22½	22½	20½	40	C_2	5	8
45½	23	23½	21	44½	C_3	6	6
47½	24	24	21½	49	C_4	7	5
50	25	25	22	55	C_5	8	5
52	26	26	22½	61	C_6	9	7
54½	27½	27	23	68	C_7	10	8
57	28½	28	23½	75½	C_8	11	9

NOTE. The sizes given above are rounded averages. They were obtained by rounding measurements made by the Bureau of Human Nutrition and Home Economics, on boys of similar size without relation to the age of the boys. (See United States Department of Agriculture, *Miscellaneous Publication* 365.)

For convenience, the Bureau's group designations C_2 to C_8 and the average ages are given for comparison. In each of the size groups, the ages of the boys ranged over several years. For example, in the C_5 group shown as averaging eight years, five months, there were boys from four to thirteen years old, but only 1.2 per cent in this size group were less than six years or more than twelve years old. Similarly, in the C_8 group there were boys from eight to sixteen years old.

* Compiled from Tables 1 and 2, "American Standard Body Sizes for Boys' Garments," American Standards Association, 70 East 49th Street, New York, 1941.

† All measurements are in inches except weight.

Boys' wearing apparel is needed in standard sizes. Height (cervical to floor) and hip girth, instead of age, are the most satisfactory guides in buying boys' clothes to secure garments which will fit. These two measurements were found to be best for predicting children's other dimensions.

Mothers have learned that they may take with them their boys' measurements instead of their boys. This eliminates trying on garments, with a saving of temper and fatigue.

A few stores advocate buying by measurement and explain what measurements to bring or send in, using sketches illustrating how to measure a child. Some mail order houses have detailed size scales in their catalogues. Certain manufacturers of children's knitwear ask only the weight of the child in order to fit him.

A Commercial Standard [2] for knit underwear (exclusive of rayon) has been promulgated. This is a recorded voluntary standard of the trade.

Boys' pajama sizes for garments made from woven fabrics have also become a recorded voluntary standard of the trade. [3]

These serve as encouraging signposts along the way. Mothers, who would hasten the day when all children's garments are sized by hip-height measurement, rather than age, will let merchants and manufacturers know how difficult it is to find clothes which will fit under the old system. They can report the time, trouble, and expense of buying and selling children's garments when age is the sole guide to the selection of size.

Other points on standard sizes for children's clothing are discussed on pages 237 to 241.

Ready-Made versus Homemade Clothing

Many women decide that their sons' garments should be bought ready-made; others find that certain articles can be made at home with a considerable saving.

A boy's bathrobe is easy to cut and fit and simple to construct. A washable fabric can be selected and an entirely satisfactory robe made in a short time at a much lower cost than the ready-made one.

Pajamas of good-quality fabric and construction are comparatively expensive. They are not always full cut or well proportioned. They may

[2] "Knit Underwear [exclusive of rayon]," Commercial Standard 33-43, National Bureau of Standards, United States Department of Commerce, 1943.

[3] "Boys' Pajama Sizes [woven fabrics]," 2nd ed., Commercial Standard 104-44, National Bureau of Standards, United States Department of Commerce, 1944.

not allow for growth. Not only must they be replaced frequently as they are outgrown, but they must also be supplied in several weights for the different seasons of the year.

Here, too, the skillful home sewer can construct a more comfortable and serviceable garment, allowing extra-width seams and hems for letting out. She can select preshrunk material and make a garment which can be used for a longer time than the ready-made one and that will cost less.

A pair of pajamas of printed percale for an eight-year-old boy costing $2.50 faded and shrank after the first laundering. In three months' time they were too small to be worn and were a faded gray color. A preshrunk, vat-dyed cotton percale was selected, and a pair of similar design but of better cut and proportions were made at home for $1.25. Not only were they more comfortable, but also they were worn for eighteen months before they were outgrown. They had retained their attractive color during this time. This is a saving of 50 per cent in the original cost, and the life of the garment was six times as long.

This may seem a small saving, but when it is multiplied a number of times in the family clothing plan it amounts to a great deal. It will mean more garments or money for other needed items.

Which articles shall be made at home and which bought ready-made must be decided by each family. Any clothing worn by a boy can be made by a homemaker skilled in sewing. If she has learned to tailor a coat or a suit the saving is considerable. The quantity of material needed is small, but the cost of the tailored garment of good quality bought ready-made is high.

Authoritative Helpful Information

An intelligent homemaker, interested in getting good value and in providing her boys with comfortable appropriate clothing, will inform herself about construction and design before she plans the children's wardrobe and goes shopping for the garments they need.

There are several excellent government bulletins which she can secure from the Office of Information, United States Department of Agriculture, Washington, D. C. The following are suggested:

"Buying Boys' Suits," *Farmers' Bulletin* 1877.
"Cotton Shirts for Men and Boys," *Farmers' Bulletin* 1837.
"Judging Fabric Quality," *Farmers' Bulletin* 1831.
"Leather Shoes: Selection and Care," *Farmers' Bulletin* 1523.

Selecting the Wardrobe

WRAPS

Overcoats

Fabric. The best overcoat material is made of new or virgin wool and is guaranteed non-shrinkable. The quality of resilience is important. When crumpled up, the fabric should feel springy, and the creases should shake out easily. A cloth with a hard finish can be counted on to give better service than a fine soft nap. Knitted fleece fabrics are usually less durable than the same quality in woven ones. Good wool fabric is naturally elastic, resists wrinkles, and withstands wear.

Look for the label that gives the fiber content. The material may be 100 per cent new wool, or it may be a mixture of two or more fibers, such as cotton, rayon, aralac, and a good or poor quality of wool. According to the Wool Products Labeling Act, which went into effect July 14, 1941, all materials containing wool must carry a label with definite information about fiber content. Thus a label may read "50 per cent reused wool, 25 per cent rayon, and 25 per cent cotton." If an interlining is used this may be tagged "75 per cent aralac and 25 per cent virgin wool."

A fabric of good-quality virgin wool with a firm close weave and about equal numbers of warp yarns and filling yarns per inch is recommended for long-time wear. However, the careful budgeter may decide that, since the overcoat will be outgrown by the boy after two seasons' use at the most, the additional cost for fine durable fabric is not warranted.

It is difficult to estimate what service can be expected from the blends and mixtures which are appearing with increasing frequency. Some may be entirely satisfactory. When wool and cotton are combined the material is not so warm as all wool of similar construction nor so durable.

It is likely to wrinkle and fade. When used, such a mixture may acquire a fuzzy, uneven, or soiled appearance. Harsh, stiff, or inflexible materials should be avoided. A manufacturer interested in meeting consumer needs will indicate on the label the reasonable service or performance to be expected from the garment offered for sale.

Aralac is a synthetic fiber made from milk casein. Chemically it is somewhat like wool and has a similar feel. It is not so strong as wool or so elastic. It is damaged by alkalies, but it is not subject to moths. Aralac is usually combined with wool for coat materials; it is entirely satisfactory when used alone for an interlining.

Reefers and overcoats for boys are found in various kinds of tweed, wool and camel hair mixtures, melton, and other coatings of woolen or worsted. A water-repellent finish is highly desirable.

Construction. Good tailoring and the quality of the findings may be the only difference between an inexpensive coat and a high-priced one. Buttons, padding, and coat and pocket linings are better guides for indicating quality than the fabric used in the garment.

Since pockets are easily torn or pulled out with hard service, they should be of the set-in-welt type and reinforced with stitching at the ends.

Interlining. An interlining is a necessity in northern states. It may be made of cotton flannel, felted wool, or aralac. Quilted wool or cotton are sometimes used. One way of cheapening a coat is to omit the interlining and use a heavier coating material.

Lining for boys' overcoats are made of lightweight wool, a closely woven rayon twill, sateen, cotton gabardine, poplin, and other materials. If they are attached with buttons or a slide fastener and are removable, the coat is comfortable in mild and extreme weather. Examine the lining carefully. It should have wide seams and should fit into the garment smoothly.

Many coats are partially lined. This type of coat is easier to let out and lengthen than the fully lined one.

Fit. Before purchasing, the coat should be tried on and buttoned as it will be worn. The neck should fit closely, and the coat should hang comfortably without wrinkles or strained lines in the front or back.

Sleeves should be full length and somewhat longer than the suit or sweater which will be worn beneath. The armscye should be ample in cut. A raglan sleeve rather than a set-in one will permit a more comfortable fit for a longer time for the growing boy.

A wide hem in the coat and the lining is desirable for lengthening the garment as it is outgrown.

Standard sizes. A mail order house gives these suggestions when ordering boys' *suits, topcoats, jackets,* and *raincoats:* "Measure height from floor to top of child's head without shoes. Measure chest over shirt or underwear well up under arms." This scale is used:

If Height Is inches	*If Chest Is* inches	*Order Size*
42 to 44	22½ to 24½	6
45 to 46	23½ to 25½	7
47 to 49	24 to 26	8
50 to 51	24½ to 26½	9
52 to 53	25½ to 27½	10
56 to 57	27 to 29	12

Reversible coats are usually a water-repellent tan cotton gabardine on one side and a wool tweed or similar material on the other. This may be a plain color or plaid. Such a coat will make the elimination of the winter raincoat from the wardrobe possible. When a boy starts out in the morning he is prepared for cold, rain, or snow and does not have to remember to take a raincoat.

Jackets

Many grade school boys have no overcoat but choose instead a *finger-tip-length jacket* or a *mackinaw* (a double-breasted jacket with a belt). These are usually less expensive than an overcoat, can take hard service, and at the same time are comfortable for play, school, and some sports.

A *reversible mackinaw* may be a warm wool plaid on one side and tan water-repellent gabardine on the other. Another variation is wool

melton and gabardine. A jacket is more versatile when the hood is detachable.

A pile fabric may be used for a warm jacket. This may be an alpaca or wool pile woven on a cotton back. The reversible lining is usually tan

a *b* *c*

FIGURE 5. *Here are three different types of winter jackets for boys: a, fingertip-length jacket lined with plaid; b, a hip-length jacket of plaid wool; and c, a leather jacket of the same length with zipper closing.*

water-repellent cotton gabardine. If the two fabrics in a coat of this type are preshrunk and colorfast, the garment will give good service. When there is no information on the label, there is the possibility that with exposure to rain and snow the outer and inner layers will shrink differently, and the pile material made from two fibers may fade or wear irregularly.

An increasing number of winter garments are being made of two layers of material, the outer one a thin closely woven cotton poplin and

the inner one a fleeced or napped material of wool or cotton. Cotton poplin is water resistant and also serves as a wind breaker; it was found practical during the war for fatigue and combat uniforms.

Windbreaker jackets and *snowsuits* for boys are usually made in this way. A snowsuit is necessary in extremely cold weather when a boy is outdoors a great deal or when he rides any distance in a bus going back and forth to school. The two-piece type, usually with a band, is popular with grade school boys. In moderate weather the jacket is used alone without the pants. Knit ankle and wrist bands without fasteners will keep out the cold and protect the child.

Corduroy jackets. One of the most satisfactory materials for hard service is a good grade of corduroy. A jacket of this material may be lined with plaid wool flannelette or cotton gabardine. Both sides may be water repellent. For moderate weather in spring and fall, this type of jacket is indispensable (Fig. 1).

Leather jackets. In selecting a leather jacket note details of finish. A high-grade leather is smooth in finish, flexible, even in thickness at all points, and free from irregular or roughened spots. In noting construction avoid too long a stitch, collars and cuffs unevenly cut or poorly attached, and too few or irregularly spaced buttons and buttonholes. If a slide fastener is used it should be appropriate in weight, not too heavy, and rustproof.

Fabrics finished to look like leather may not prove satisfactory. Rather than use an imitation leather it would be preferable to select a good fabric.

Although a good grade of suede is durable its napped surface takes up soil easily. It rubs shiny in the spots that get the most wear, such as the elbows and the edges of the cuffs and collar. Not all dry cleaners have facilities for cleaning a suede jacket. It must be sent to a specialist. A poor grade of suede is irregular in thickness and in nap and is inclined to tear easily with strain or to pull out at the seams. Dark colors sometimes fade irregularly, especially after dry cleaning.

For additional suggestions on purchasing or selecting wraps, see pages 247 to 253.

Raincoats

Some type of raincoat must be included in a boy's wardrobe. A water-repellent coat or a reversible one may serve the purpose in the win-

FIGURE 6. A water-repellent cotton gabardine or twill raincoat may serve as a lightweight coat when needed. Several pockets are essential. DU PONT COMPANY.

ter. This must be supplemented with one which is comfortable in spring and summer. A water-repellent cotton gabardine or twill with raglan sleeves and set-in pockets is serviceable. A water-repellent nylon or a plastic material might be considered.

See "Raincoats," page 253, for additional suggestions on selection.

Sweaters

Boys' pullover sweaters are sleeveless or long sleeved. In a good grade of virgin worsted yarn that is firmly knit they are comfortable and warm and give excellent service.

a b c

FIGURE 7. *Variations in sweaters worn by boys:* a, *coat style with front of a different color and with raglan sleeves;* b, *pullover with long sleeves; and* c, *pullover with too much pattern and not enough unity in pattern.*

When sweaters are knitted of blends or mixtures of rayon, wool, and cotton some information regarding expected performance should be given on the label or offered by the merchant. A poor-quality sweater of this type may stretch or shrink. It is entirely possible that the mixture of fibers will fade irregularly. Knitted cuffs and waistbands may be inelastic. When a boy's sweater is knitted from yarn which has a fiber content of less than one third wool, it would probably be advisable to purchase an

all-cotton sweater, for the higher cost of the part-wool garment does not assure more satisfactory service.

Coat sweaters are usually long sleeved, either raglan or the set-in type. Here, too, the garment knitted from 100 per cent virgin wool will probably give the best service. Sometimes the front is a different color or pattern from the back and sleeves. Read the label for information regarding fiber content in the whole garment. Mixtures of rayon and cotton in one section of the sweater and all wool in another may give smart styling without satisfactory service.

For additional suggestions on selection and care of sweaters, see pages 251 and 389.

Sweatshirts

Sweatshirts are knitted of cotton and are loose and comfortable. They are usually made in a slipover style with a round neckline and long sleeves. The sleeves may be set in or raglan. A smooth fine jersey knit on the outside and cotton fleecing on the inside characterize most sweatshirts. They may be white or gray, though occasionally they are red or blue. Since they are rather heavy in weight they must be washed individually and handled with care in drying.

DISCUSSION

1. Compare the cost and usefulness in a boy's wardrobe. (*a*) An overcoat, a sweater, and a raincoat. (*b*) A two-piece snowsuit, a leather jacket, and a raincoat. (*c*) A reversible overcoat and a corduroy jacket. Which group of garments do you advise for a cold climate? which for a moderate climate? Which group of garment can be used fall, winter, and spring?

2. Compare the cost of a wool slipover sweater with a cotton sweatshirt for a ten-year-old boy. Will one substitute for the other? Is it necessary for him to have both?

3. What wraps should an eight-year-old boy have if his home is located where the winter is long and there is much snow and ice. What is the total cost at current prices?

Suits

The following helpful suggestions for purchasing boys' suits are offered by the Bureau of Human Nutrition and Home Economics.[4]

Coat—outside marks of quality

Fabric pattern matched.
Cut accurately with grain.
Fine, close stitching.
Collar smoothly shaped to fit neck.
Front softly rolled; flexible.
Armholes smoothly pressed.
Buttonholes firmly worked.
Buttons hand-sewed.
Pockets precisely tailored and reinforced.
Pressed thoroughly.

Coat—inside marks of quality

Lining only in coat fronts; exposed seams bound; hand felled at armholes, neck, and shoulders.
Taping at armholes and along front and lower edges and roll of revers.
Fabric stays at pocket mouths.
Seams at least three eighths inch wide.
Outlet in body and hems of sleeves and coat.
Front stayed with shape-retaining interlining.
Padding of flexible material, secure, not excessive.

Trousers—outside marks of quality

Cut full and straight.
Pockets bar tacked.
Fly neat and flat.
Belt loops evenly placed.
Waistband fastened with two buttons.
Buttons of lasting quality.

[4] Clarice Scott, "Buying Boys' Suits," *Farmers' Bulletin* 1877, United States Department of Agriculture, 1941.

Trousers—inside marks of quality

Cut with no piecings.

Waist, bias-faced.

Pockets of twill cotton, twice-stitched seams, stayed openings, and clean finish.

Seams, serged.

Outlets, at back rise and cuffs.

Fly facing extended to crotch.

Linings, smoothly fitted.

For suggestions on selecting fabrics for suits review the preceding section on outerwear.

Boys' suits are made with long or short trousers. Long trousers are more popular though the preference varies with the community. Two-pants suits are a wise choice when available.

Some grade school boys, especially in medium- and low-income families, do not have suits. The cost of a suit of good quality is high in proportion to its usefulness. A jacket or sweater together with shorts or slacks meet their needs better and provide the casual informal effect typical of American school boys. The purchase of the first suit may be deferred until high school is reached.

Separate Trousers

Shorts are a staple item of clothing for most grade school boys. For the younger boy they are made with a button-on waistband and self-belt or suspenders. An inside band is provided on which there are buttonholes. The buttons will be placed the same distance apart at the waistline on the shirt. The band should be made of firm, medium-weight material, and the buttonholes should be well made. Shorts may be fitted at the waistline or made with a side elastic. A side elastic helps to keep them in place and to look trim and neat.

The older boy omits the button-on belt and the suspenders, though he too finds shorts especially comfortable for the summer.

Corduroy shorts are popular for fall and winter wear. Twill, gabardine, khaki, and other firmly woven cottons are selected for summer.

Slacks, or separate, loose-fitting, long trousers for everyday wear, are used by boys of all ages. *Knickers* are chosen for winter wear and are usually made with a self-belt and a knitted worsted leg band. When worn with long wool socks they are comfortable and utilitarian.

FIGURE 8. *A boy's suit with short dark trousers and a coat of lighter patterned material. Six-, seven-, and eight-year-olds wear these outfits for dress-up occasions. Some boys have no need for suits of this type.* B. SCHWARTZ AND COMPANY.

Summer shorts and slacks should be made of preshrunk cotton, firmly woven, that is fast to light and laundering.

Winter shorts and knickers are usually lined with a lightweight firm cotton twill or muslin which should be unsized and preshrunk. Corduroy,

gabardine, wool covert, and tweed are some of the materials used for these garments for wear in winter.

If it is not possible to buy slacks made of 100 per cent new wool it will probably be better to use corduroy or vat-dyed, preshrunk cotton. A blend of cotton and rayon or such a combination as 20 per cent reused wool and 80 per cent cotton will cost more than all cotton and may not prove as satisfactory.

"For good fit about the trouser waist [the Bureau of Human Nutrition and Home Economics [5] points out] a bias rather than a straight inside facing is best. Underneath this facing a strip of firm cotton, also cut on the bias, keeps the waist from wrinkling down. This is sometimes replaced with stiffly starched cotton, which soon breaks down and leaves a soft wrinkled waistline without a body."

One of the most uncomfortable styles accepted by grade school boys is the wearing of shorts or slacks held in place at the waistline with a tight belt. The diaphragm should be free to expand or contract. Suspenders, shoulder straps, or button-on trousers solve the problem for the younger boy. Tradition holds the older boy to an unhealthy style. A designer with a pioneering spirit should offer a more comfortable style for boys of this age.

Overalls

In buying overalls, care should be taken to select the size which will fit the child. Checking the hip measurement and the length of the inside leg seam is a quick method. Shoulder straps should be adjustable so that they may be let out as the child grows. Age is not a satisfactory way to determine the correct size.

Examine the seams carefully. They should be smooth and flat in finish with close even stitching. There should be at least ten stitches to the inch. Triple stitching is desirable and will give the maximum service. At points of strain heavy thread or bar tacks should be stitched across the seam.

[5] Clarice Scott, "Buying Boys' Suits," *Farmers' Bulletin* 1877, United States Department of Agriculture, 1941.

Buttons, buckles, and fasteners should be rustproof and smooth in finish.

Denim is often used for overalls. There are several grades of denim. The number of ounces, such as six or eight, indicates the weight per square yard. A heavy fabric does not necessarily mean a durable one. A medium-weight material of balanced construction with considerable strength and resistance to abrasion is preferable to a heavy inflexible one for boys' overalls.

One manufacturer [6] of overalls describes the fabric used in his garments. He says:

> The first operation in the development of our denim was to twist the filling yarns more tightly. This resulted in a finer yarn size and made possible a considerable increase in the number of such yarns per inch, to be used in the filling of the fabric. Today, these yarns contain from twelve to thirteen twists per inch in the warp and filling yarns alike, with a total of sixty-nine warp yarns and fifty-one filling yarns to the inch. Our denim has an average tensile strength of 175 pounds in the warp and 111.6 in the filling, thus giving a satisfactory balance between warp and filling. This denim measures twenty-eight inches in width and weighs eight and three fourths ounces per yard.

Warp yarns should be indigo dyed and fast to light and laundering. All materials used in the garment should be shrunk.

Overalls are frequently made from corduroy, an all cotton fabric, which in the better qualities gives excellent service. It is well to select garments made with a spotproof and water-resistant finish.

Besides the usual navy-blue denim, other fabrics used in overalls are faded blue denim, striped denim, herringbone twill, chambray, covert, twill, and cotton knit in plaid or solid colors.

Coveralls are also worn by boys. They can be selected by using the same guides as for overalls. Check the length from the shoulder to the crotch and the hip measurement to be certain of the fit.

[6] "A Study of Utility Garments for Men and Boys," prepared by the Textiles Education Bureau, 1938.

Some Cotton Fabrics Suitable for Boys' Outer Garments

Corduroy is a cut-pile cotton fabric woven with a fine, medium, or wide wale, which is formed by using an extra filling. The foundation is either a plain or a twill weave. It is suitable for coats, suits, bathrobes, slacks, and overalls.

Covert. Covert may be medium or heavy weight. It is woven from fine or coarse yarn in a twill weave in various combinations of colors, such as black and white, brown and white, and blue and white. When finished it has a soft color effect known as oxford, gray, tan, and blue.

Denim is a cotton fabric of twill weave. Warp yarns are usually indigo dyed before weaving. They are held together by softer weaker filling yarns of natural or lighter color. After weaving, the cloth is immersed in a solution of dextrin and oils. This gives the stiffness characteristic of new denim.

Drill. A cotton twill fabric is often used for utility and work garments. It is piece dyed preferably with vat dye and is used for trousers, slacks, shorts, or shirts.

Herringbone twill. This comes in various weights and qualities. The best qualities are vat dyed and preshrunk.

Jean is a twill cotton fabric thirty-six inches wide. Finishes include removal of foreign matter, mercerization, vat or sulphur dying, and shrinkage. Jean is dyed many colors and may be made in a plain twill as well as a herringbone effect.

Shirts and Blouses

Boys in the age range six through twelve wear a variety of shirts and blouses. A *button-on blouse* is sometimes worn by the younger age group but seldom beyond eight years old. A shirt may be a slipover or an open-down-the-front. It may be collarless or have a round or convertible collar. In selecting it, care should be taken to inspect construction. Buttons at the center front should be at least three quarters of an inch in diameter and not too far apart. Six slightly larger buttons around the waist are the minimum number. They should be stitched firmly with a tape or fabric reinforcement to keep them from pulling off with strain. There

should be four to six inches of fabric below the waistline buttons to allow for growth.

The *cotton-knit shirt* is popular with all ages. This may be long or short sleeved in solid colors or striped. It is slipover and usually made with a flat round neck. It is worn with or without a shirt. It may be combined with a suit, slacks, overalls, shorts, or suspender shorts.

These knit shirts are available in a range of qualities and prices. The poorest fade or streak when laundered or worn in the sun. They shrink when washed, and the soft yarn pulls apart into holes. The best quality is preshrunk and colorfast to light and laundering and is made from a fine, durable, mercerized cotton yarn.

Horizontal stripes found in these knit shirts vary in width and color. Some are a simple alternation, such as blue and white; others are a combination of several related and contrasting colors. If the boy is inclined to be short and heavy-set he should avoid stripes and choose a solid color, preferably the same shade as his shorts and slacks.

One type of boys' blouse is made with tails to be tucked inside shorts or trousers; another has a straight lower edge and may be worn in or out. The latter type, sometimes known as an *inner-outer*, is increasing in use. A cotton fabric, such as hopsacking, oxford cloth, or plaid gingham, is cool and comfortable in the summer. When made from wool, wool and cotton, cotton flannel in a bright stripe, or from plaid and worn with slacks it gives the ease and comfort so desirable in clothes for the grade school boy. The flannels, whether wool, cotton, or a mixture, will need special care in laundering. A napped cotton mats down easily and does not retain its fluffiness with repeated laundering. It may be necessary to dry-clean a wool or a wool and rayon mixture. This will add to the cost of upkeep. It is important that the label be studied or inquiry be made before purchase regarding shrinkage, colorfastness, and recommended care.

Tuck-in shirts are made with convertible collars and a sports-type or open neck. They may be short or long sleeved. They should be full cut with ample fullness through the chest and across the back. Although boys' shirts are sold according to age, a careful purchaser will check the width across the back and the sleeve length before buying.

Preshrunk, colorfast materials are desirable. These may be gingham,

percale, oxford, hopsacking, madras, poplin, or other smooth lightweight cottons. Work chambray, lightweight covert, jean, and denim are also used.

Examine a boy's shirt carefully and study the label. If the shirt is not sold as preshrunk, expect the shrinkage to be large. It should not exceed 2 per cent if the garment is to fit well and be worn into the second year. Lining, facings, reinforcements and stays should also be preshrunk, otherwise there will be wrinkling and pulling after the first laundering.

Stitching should be even and regular, about sixteen stitches to the inch on a medium-weight cotton. If stitches are too long they soon break, and seams begin to pull out. Seam finishes should be flat with a double row of stitching at points of strain, such as at arm and shoulder seams.

The smallest number of shirts or blouses to meet his needs and allow for laundering are advocated for the grade school boy. For some, knitted shirts winter and summer will be the solution. These may be in light colors with short sleeves for summer and in darker colors with long sleeves for winter.

For other boys, two or three cotton blouses are provided for special occasions. These may be white or colored. The soft colors, such as gray blue, gray green, aqua, and tan, can be chosen to harmonize with sweaters and shorts or slacks and will look fresh for a longer time than all white.

A cotton fabric of good quality is a satisfactory choice when cost is estimated in relation to appearance and durability. However, the synthetics and mixtures are increasing in use in boys' shirts and blouses. Some have the appearance of cottons, of wools, or of linens, but their presence should be indicated on the label. Additional information regarding the length of wear and the probable service should also be supplied.

DISCUSSION

1. Work out a label which would give complete facts and helpful information to a consumer, for (*a*) a cotton-knit, slipover shirt, (*b*) a plaid gingham inner-outer shirt, (*c*) a pair of denim overalls, and (*d*) a pair of corduroy knickers.

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DISCUSSION

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2. Compare cost and serviceability of the following groups of garments for a nine-year-old boy: (*a*) a 100 per cent worsted suit with long trousers, two pairs of slacks, and six white broadcloth blouses; and (*b*) a corduroy jacket, one pair of slacks, two pairs of overalls, and six cotton-knit shirts.

3. What are the advantages in all-cotton garments for a six-year-old boy?

4. What are the disadvantages in slacks made from a fabric of mixed fibers or a blend?

UNDERWEAR

Boys' underwear is usually of cotton and is either woven or knitted. The *fabric* should be preshrunk. Low-priced garments or those bought on sale may be skimpily cut with a high percentage of residual shrinkage. Well-made shorts usually have a yoke front with an elastic inset or ties at the sides for a comfortable fit.

Note the fasteners. If buttons are used they should be of good-quality bone or pearl. The four-holed button is better than the two-holed one. Stitches should be diagonal, and there should be a neck between the button and the garment. Snap fasteners or ring snaps are sometimes more satisfactory than buttons, for they are not so likely to pull out in laundering.

Cotton-knit underwear is preferred by many. It is elastic and gives to the body. It absorbs perspiration and permits it to evaporate slowly. It comes in several weights, light, medium, and heavy, and is warm in winter and cool in summer. Some winter-weight garments have the inside or outside surface napped or fleeced. Occasionally a rayon stripe or decorative stitch is used. There is no advantage in this, and it may increase the cost while decreasing the durability. Wool and cotton fibers may be carded together in varying percentages for the knitting yarns. These are utilized in winter-weight garments and will need greater care in laundering than the all-cotton underwear. A rib knit, with small single ridges on the right and wrong sides, is used most commonly. The tuck stitch is a loose knit with an uneven surface. Panel ribbing gives an alternation of raised and flat surface in a panel effect. Jersey or balbriggan

underwear is made with a flat smooth surface. If a good quality of two-ply mercerized yarn is used it will wear well.

A knitted fabric made of two thin layers held together by an occasional stitch is offered for winter service. The layer next to the body is cotton; the outer one is wool, rayon, cotton, or some mixture.

Knit underwear may be white, cream colored, a light mottled tan, or a mottled gray.

Boys wear cotton-knit garments in either one- or two-piece styles. The shirt or vest may be sleeveless and cut low in the neck for summer use. For winter, it may be made with a half- or full-length sleeve, and the neckline is usually higher. It may be a slipover with a rib-knit, elastic neckline, or it may open down the front.

The separate briefs, shorts, or long drawers may have an elastic or a half-elastic waistband. They vary in length. For summer wear they are quite short; for winter use they are usually fitted more closely, coming slightly below the knee or extending to the ankles.

A one-piece union suit may be knee or ankle length and is made with or without sleeves. It is usually buttoned down the front and has a lap or a drop seat. Sometimes it is the step-in type that buttons over one shoulder.

Seams should be flat; stitching lines should be close and strong, yet elastic. Buttons should be sewed on well and buttonholes should have a firm flat edge.

A boy's underwear must be comfortable. Garments should be large enough to allow for play, exercise, and some growth. Slipover vests should go over the head easily. Union suits or step-in shorts should be elastic enough to come up over the hips without strain yet draw smoothly into place.

New principles of design developed by certain manufacturers of children's underwear promise better fit and more comfort.

Uniformity in sizing, now possible, means selecting sizes by height-hip measurements and possibly by weight.

Standard sizes [7] have been accepted for boys' knit underwear as a vol-

[7] "Knit Underwear [exclusive of rayon]," Commercial Standard 33-43, National Bureau of Standards, United States Department of Commerce, 1943.

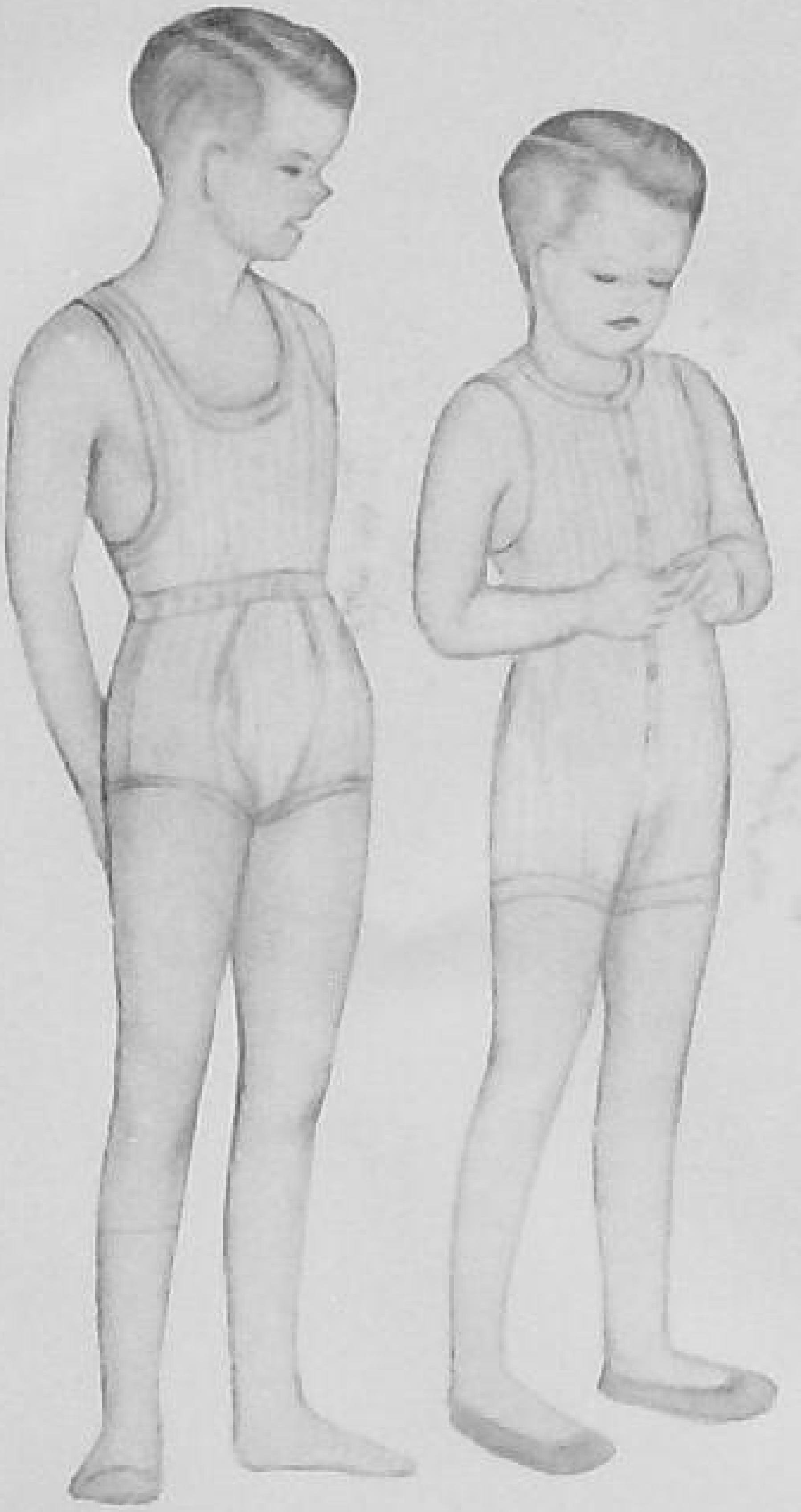


FIGURE 9. *One- or two-piece cotton-knit undergarments are sleeveless for summer wear. Step-in shorts and slip-on vests should be large enough to put on without strain, yet draw smoothly into place.*

a *b*

FIGURE 10. *Knit undergarments for winter wear. Sleeves, either long or short, are desirable. In* a, *shorts are buttoned onto shirt;* b *is one-piece with a drop seat for younger boys.*

untary standard of the trade. Manufacturers who conform may attach a label or tag to their goods indicating this fact.

The measurements needed in buying or ordering boys' underwear are trunk, chest, and waist.

The trunk measurement for a *union suit* should be taken with the tape over the high point of the shoulder through the crotch and up to the starting point.

For *shirts*, take the chest measure over the fullest part under the arm.

For *shorts*, the waistline is measured at the smallest part.

These are the sizes and measurements used by a mail order house:

Buy Size	*Suits*	*Shirts*	*Shorts*
	If Trunk Is	If Chest Is	If Waist Is
6	43 inches	25 inches	22½ inches
8	46 inches	26 inches	23½ inches
10	49 inches	28 inches	24½ inches
12	52½ inches	30 inches	26 inches

NIGHTWEAR

Pajamas

Younger boys, six and eight years old, usually wear one-piece pajamas, cotton flannel in the winter and broadcloth or printed percale in the summer. These are collarless, buttoned down the front, and have buttoned drop seats.

Older boys use a two-piece style. The coat is made in middy style or opens down the front (Fig. 11).

These are the traditional garments bought ready-made. In a good quality, they are comparatively expensive.

Boys' pajamas are too much like those for adults. More imagination could be used in creating simple functional designs that are easy to launder without pressing.

Short pants and a slipover sleeveless coat in a thin firm material or seersucker could be considered for summer wear (Fig. 12). Any mother

who can sew can make them quickly. They would require little fitting. Seersucker for summer and cotton knit for winter would eliminate pressing entirely.

FIGURE 11. *Traditionally designed, ready-made pajamas are often a relatively expensive purchase.*

In selecting pajamas, be sure they are made of preshrunk materials, full cut and ample in length. Flat, double-stitched seams will give good service.

In extremely cold climates several weights of nightwear will be necessary. In sections where the weather is more moderate two weights will meet the need. An extra jacket could be worn when the weather was especially cold.

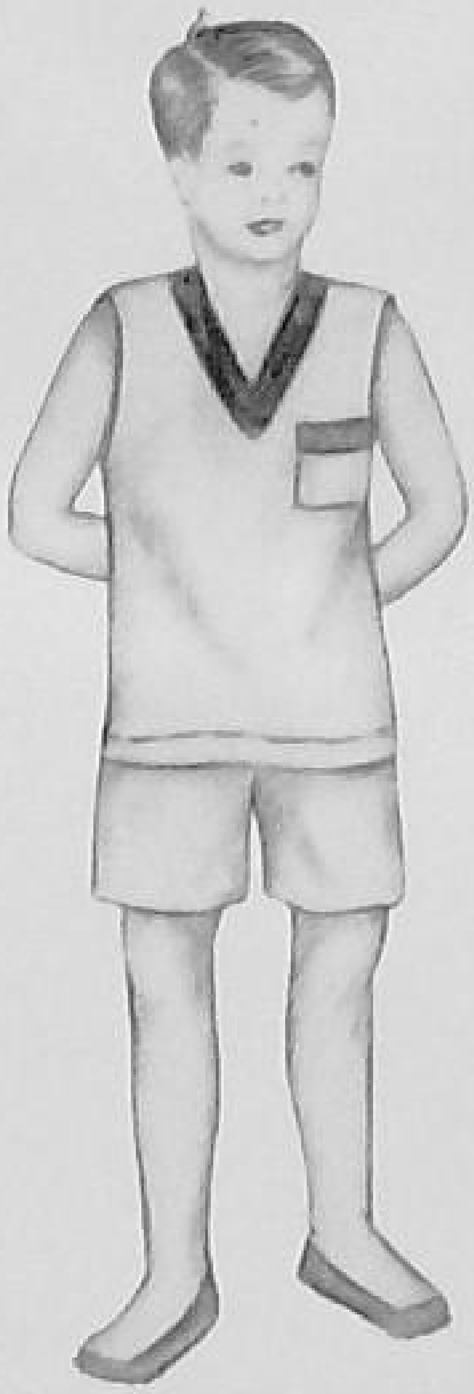


FIGURE 12. *Consider making summer pajamas for boys. Short pants and a slip-over sleeveless coat are comfortable and can be made quickly.*

Standard sizes. Some manufacturers make boys' pajamas in standard sizes. A recorded voluntary standard[8] of the trade was announced in December 1944. This was an emergency standard developed in 1942 at the request of the Office of Price Administration. Later the word "emergency" was deleted, and a revised standard made available a set of measurements for boys' junior pajamas in addition to the regulation standard minimum measurements. Manufacturers who have accepted these standard measurements may so designate their merchandise. The garments will then be purchased according to the boy's measurements and not his age.

According to the Department of Commerce the purpose of such commercial standards as these "is to establish for specific commodities,

[8] "Boys' Pajama Sizes [woven fabrics]," 2nd ed., Commercial Standard 104-44. National Bureau of Standards, United States Department of Commerce, 1944.

nationally recognized grades or consumer criteria, and the benefits therefrom will be measurable in direct proportion to their general recognition and actual use."

Bathrobes

A bathrobe is desirable but not indispensable. Its cost is high in proportion to the limited service it will give. Not many ready-made bathrobes are suitable for year-round wear. When a choice must be made a winter bathrobe will be more useful. Raglan sleeves of full length and easy cut through the shoulders will mean that the robe will have several years of wear. If the robe is bought ankle length it may be knee length at the end of its period of usefulness, but this is not objectionable.

A soft warm cotton flannel, usually in a plaid, is an inexpensive type. Mixtures of wool, cotton, and rayon cost more and require dry cleaning. All-wool materials are serviceable but expensive. A washable fabric is desirable though difficult to find in a ready-made garment.

Selecting a bathrobe provides an opportunity for making a choice in color. This should be discussed with the boy, and he should be encouraged to express his preferences.

FIGURE 13. *A boy's bathrobe should be selected for at least two years of wear. If bought ankle length it may be knee length at the end of its period of usefulness.*

DISCUSSION

1. Compare cotton-knit underwear with that made from woven fabrics. What are the advantages of each? the disadvantages?

2. Discuss the weight and type of underwear suitable for midsummer use, for moderately cold weather, and for extremely cold weather.

3. How many pairs of pajamas should a boy have on hand at one time? what weight? what fabric?

4. Design a pair of summer pajamas for a ten-year-old boy which could be made at home quickly.

FOOTWEAR

The amount of money spent in a year for a boy's footwear is likely to use up a high percentage of the clothing allowance. The fewest number of carefully fitted, comfortable shoes to meet current needs is the goal towards which to plan. Shoes and rubbers should never be worn when they are outgrown.

The boy should be taught to care for his shoes. Polished and repaired shoes have an important relationship to a well-groomed appearance.

Shoes

Before purchasing new shoes, check them for correct size. The same size the boy is using should seldom be reordered by telephone or from the mail order catalogue. Shoes which are too tight are not only uncomfortable, but they may also bring on foot ailments, affect posture, and do lasting harm. For suggestions on selection and fitting, see pages 222 and 282.

Various types of shoes are needed dependent upon weather, climate, distance from school, and the extent to which the boy engages in outdoor work.

Boots are sometimes required for camping and hiking. The leather should be treated with a special finish to resist moisture. A tough leather outsole, full leather midsole, and thinner leather insole will provide the sturdiness necessary in this type of footgear. The outside back should be reinforced with a wide stay. Rawhide laces are usually included.

Shoes for school and play should be flexible, roomy, and comfortable. The vamp should be lined with drill or some other closely woven, soft cotton, and there should be a leather insole. Calfskin uppers give service though cowhide is used for the heavier type of shoes. Split cowhide is not so satisfactory.

Good leather soles will usually hold their shape better and outwear rubber ones. Oil-treated leather outsoles resist dampness and are desirable for winter service.

The oxford style is best for school and general wear. *Moccasin-type oxfords, saddle oxfords, brogue oxfords,* and *service strap oxfords* are some of the variations in boys' shoes. A moccasin will give much less support than an oxford.

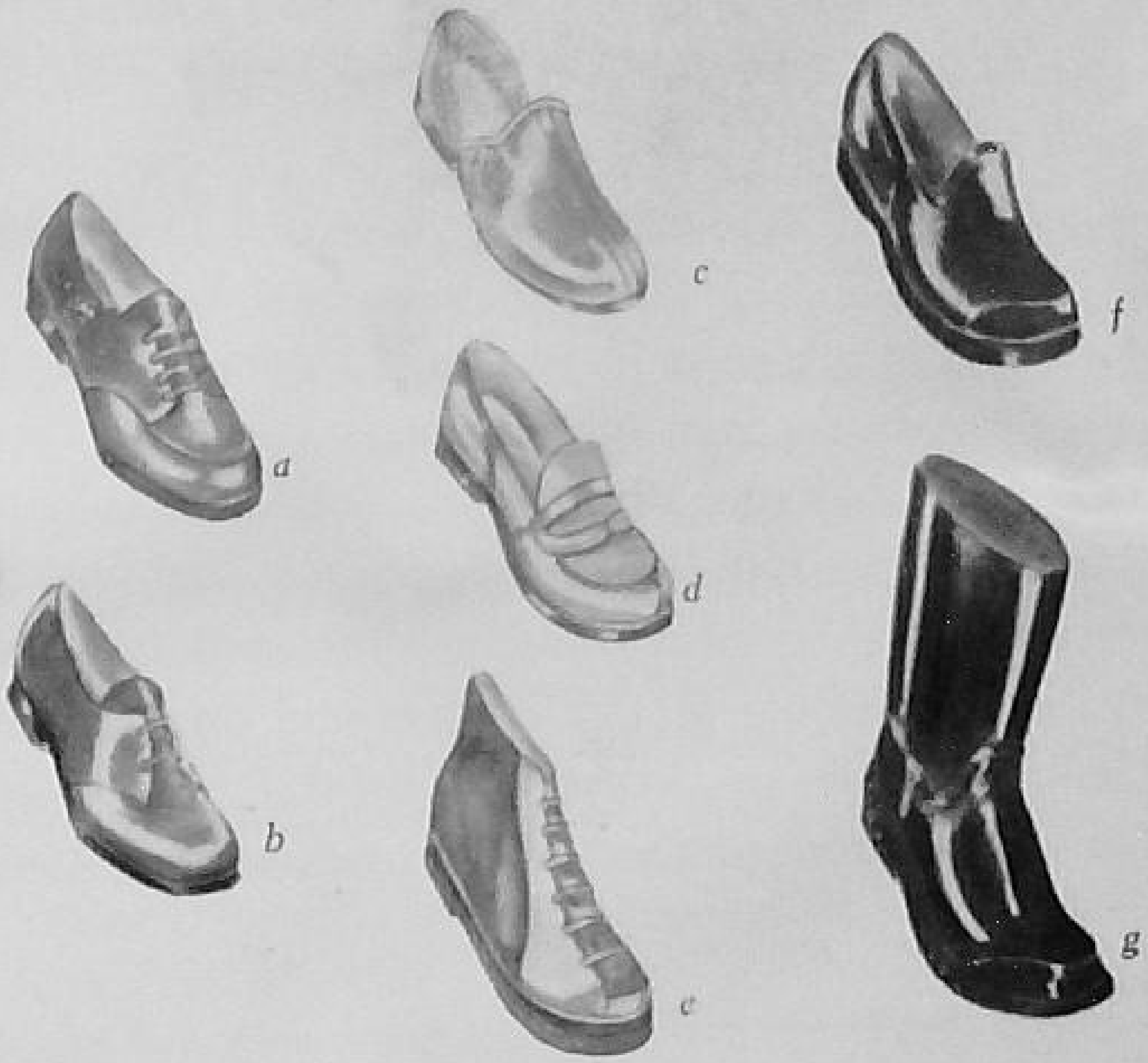


FIGURE 14. *Various types of shoes are needed. The oxford styles* (a *and* b) *are best for school. The moccasin* (c *and* d) *will give less support. Athletic shoes* (e) *should be heavy enough to wear well and light enough to bend easily with flexing of the foot. Rubbers* (f) *should be bought one size larger than the shoe. Rubber boots* (g) *are sometimes preferred, especially in cold weather.*

Athletic shoes. The wearing quality of rubber soles usually found on this type of shoe depends on the thickness of the rubber and on the quality of the rubber used.

The line where the sole and the upper join should be covered by a medium-weight rubber strip. It should be heavy enough to wear well and light enough to bend easily with the flexing of the foot. There should be extra protection at the toe.

The shoe sole should be made of heavy rubber covered with a waterproofing layer and should be guaranteed not to mark the floor. A canvas-

covered insole should be designed to add to the comfort of the shoe. A cushion arch provides support and is advocated by some manufacturers.

The shoe lining should be of a good quality cotton that is resistant to perspiration and to bacterial action. The outer fabric of athletic shoes should be of firmly woven, medium-weight duck. Improved fabric finishes make possible a special treatment to resist abrasion and tearing and to provide water repellency.

Rubbers and Rubber Boots

At least one pair of rubbers or boots should always be ready for use.

A boy who lives on the farm will need work rubbers. These should be heavily reinforced to withstand hard wear. They are usually lined with a cotton-knit fabric. They should be bought one size larger than the shoe.

A lighter weight rubber of a sandal or storm type is generally used by boys. For a comfortable fit this is purchased one size larger than the shoe. Rubber boots are sometimes preferred, especially in cold weather. For additional suggestions on selection and care, see page 283.

Bedroom Slippers

Bedroom slippers of leather, imitation leather, or felt are worn by boys though these are sometimes omitted when the clothing budget is limited. When possible, they should be supplied. Habits of good grooming and dress observed in youth are usually the accepted practices in later life.

Scuffs of straw or leather may be used to protect the feet and are less expensive than good-quality bedroom slippers.

Socks

Cotton socks vary in construction, in weight, and in the service which may be expected from them. They are usually soft and comfortable. Whether heavy or lightweight they are easily washed.

Lisle hose, usually more expensive than the ordinary cotton, is lighter in weight, firmer in construction, and will give better service. Lisle is a

two- (or more) ply yarn of combed cotton, singed. This may or may not be mercerized.

Wool socks are absorbent and warm. They are comfortable for outdoor wear, for hiking, and for sports. Shrinkproof wool socks should always be purchased, for those which are not so treated require a great deal of care and usually shrink excessively.

Boys like a cushion-foot sock, for this is more comfortable with their heavy shoes.

Socks should be bought one inch longer than the boy's foot. Most socks shrink after laundering. A poor quality may be knitted smaller than the marked size. They come in several lengths and vary in weight. For hiking and camping outdoors or for winter wear boys often prefer the long heavy sock that comes to within a few inches of the knees. When slacks or long trousers are used a short lightweight anklet is appropriate (see "Socks," page 281).

DISCUSSION

1. List the various items of footwear a boy should have on hand for current use. What is the price of each in good-quality merchandise? How much wear can be expected of each?
2. Should boys wear tennis shoes to school everyday? Explain your answer.
3. In a family of limited means should the boy have rubbers, galoshes, or rubber boots? How many years of service may be expected of them?
4. How many pairs of socks should a boy have on hand at one time? what kind? what color? Explain your answer.

CAPS AND HATS

A hat or cap for winter wear should be selected to keep the head and ears warm and to protect the eyes from glare. There are many variations.

An *Eton cap* with a visor may be made with an in-band to be worn down over the ears or turned up inside the cap.

A *knitted cap* may be a simple toque with a double band and a ball of wool on top, or it may be a special design knitted to the shape of the head and coming down over the ears. This is often used by younger boys.

A *ski cap* or *ski dink* is usually of water-resistant cotton poplin, unlined or sometimes lined with a wool-pile material.

Another popular head covering for a boy is a *helmet*. Leather, suede, wool fleece, and water-resistant cotton are some of the materials used for boys' helmets. When a hood or helmet is bought to match the winter jacket, there will be more service from both if the hood is detachable.

A *rain hat*, rain hood, or rain helmet are necessary head coverings. At least one should be part of the boy's wardrobe if he is to be adequately

a b c d

FIGURE 15. *A hat or cap for winter wear should keep the head and ears warm and protect the eyes from glare. Leather helmets* (a) *are popular. The in-band* (b) *may be worn down over the ears or turned up inside the cap. A knitted cap* (c) *is often used by younger boys. Older boys sometimes wear a hat* (d) *for special occasions.*

protected in rainy weather. The material should be soft and flexible; a scratchy or irritating one, such as a cotton and wool tweed or a reprocessed wool, may be most uncomfortable.

A cap, as are most boys' garments, is outgrown quickly. It should not be continued in use if it constricts the head or ears. It should be light in weight and permit the ears to remain in the proper position.

Hats are worn less often in the summer. Their use should be encouraged when boys play outdoors and are exposed to the sun any length of time. A lightweight cotton gabardine cap with a visor to protect the eyes is especially good when playing baseball or other games.

Men's caps and hats should not be handed down to boys, for they are seldom youthful looking or appropriate.

Handkerchiefs

Disposable tissues are appropriate and hygienic, especially for boys with a cold. Their use should be encouraged throughout childhood instead of fabric handkerchiefs. It is easy to lose a handkerchief, it becomes soiled quickly, and it requires time for laundering and ironing often needed for other household tasks.

For dress-up occasions when a suit is worn, fabric handkerchiefs may add a note of interest or color in the upper pocket.

Umbrellas

See "Umbrellas," page 285.

Gloves and Mittens

Few boys under twelve years of age wear leather gloves with any regularity. However, warm wool gloves or mittens are almost a necessity in cold weather. There are many variations of knitted wool, fur, lambskin, corduroy, and other materials, either used alone or in combination. One satisfactory choice is a water-repellent cotton poplin, lined with cotton fleece.

The boy's name in indelible ink on tape should be sewed into each glove before he wears them.

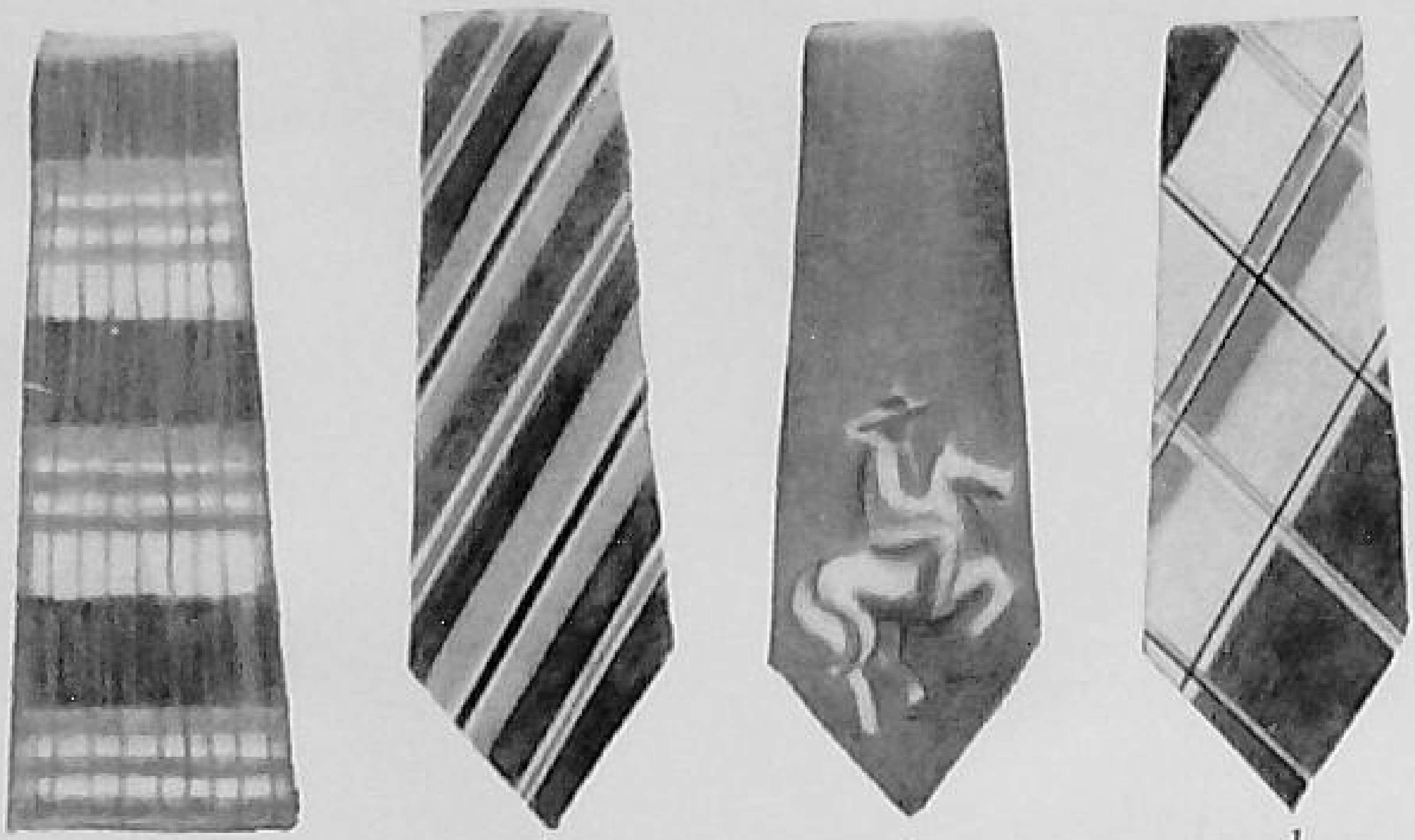
For suggestions on selection, see "Gloves and Mittens," page 287.

Ties

A patterned or striped tie should be bought rather than a plain one, for a plain tie shows spots and soil quickly.

A tie holds its shape better when cut on the true bias and lined with lightweight wool. A hand-sewn tie with loose long stitches is more elastic and easier to tie than the machine-made one. A crocheted or knitted tie often stretches. If made of rayon yarn the knot has a tendency to slip and loosen.

Do not choose a tie with a naturalistic design, such as a horse or a dog, imprinted on the wide end. Not only is this type of design inappropriate, it is also unrelated to the space in which it is placed (Fig. 16*c*).



a b c d

FIGURE 16. *The width of stripes in ties should be in good proportion to the size of the wearer.* a *and* b *are suitable. The plaid in* d *is too large. Avoid naturalistic designs like* c.

Use Good Judgment in Planning and Purchasing the Wardrobe

1. Buy garments made of sturdy durable materials. They should also be flexible, soft, and lightweight.

2. Give the preference to vat-dyed, preshrunk cottons rather than to mixtures of reprocessed or reused wool, rayon, and cotton.

3. For winter, consider corduroy overalls and knit shirts.

4. For summer, consider shorts and knit shirts.

5. Purchase garments according to the boy's measurements rather than his age.

6. Build the wardrobe around a basic color. Work out interesting combinations in plaids, stripes, and solid colors to go with the foundation color. Plan for an aesthetic effect.

7. Keep on hand as few pieces of underwear as possible to avoid their being outgrown.

8. Avoid buying more than one jacket, sweater, cap, or other article of the same type. Such outer garments should be worn often. It may not be possible to use them again the following season.

9. In cold climates consider a medium-weight jacket and a sweater for extreme weather, rather than one heavy-weight coat.

10. Be sure that shoes are comfortably large. A straight inside line, ease for the toes to spread, a flat low heel, and a leather sole are important features in shoes to be worn to school.

11. Clothes worn daily for school and play should be washable rather than having to be dry-cleaned.

12. Read the label. Look for specific facts about fiber content, shrinkage, construction, and serviceability.

13. Consider price in relation to expected service. Learn to evaluate quality in fabric and construction.

14. Buy seasonal garments early so that the boy may get full use from them.

DISCUSSION

1. Add two additional suggestions to the above list to assist an inexperienced person in purchasing clothing for a boy.

2. Which of the points listed above do you consider most important? least important? why?

3. What accessories should be provided for the boy when the family lives on a small income? how many of each? Explain why.

Analyze His Personality

Since there is standardization in design in boys' clothing there can be little variation in line movement, color, and texture to complement the personality traits of the wearer. Even for the boy who is quiet, interested in books rather than outdoor sports, perhaps artistic or musical, there can be no softening of the straight lines and firm-textured fabrics which char-

acterize masculine garments. A velvet jacket, lace collar, and flowing silk ties have no place in the modern boy's wardrobe.

Color may be brighter, clearer, more definite for a boy with a strong dominant personality and softer and more grayed or subdued for a quiet shy boy. Here too, there cannot be a great deal of variation because of the limited range of colors available in the different articles of clothing that a boy wears.

Effect of Line and Design

THE SLENDER BOY

A boy who is slender will be becomingly dressed if he wears clothes which emphasize widthwise lines. He can wear:

A sweater or shirt of a different color from his trousers (Figs. 7*a* and 19*a*).

A sweater with a round neckline (Fig. 17*b*).

A shirt with a rounded collar edge.

A raglan-type loose overcoat.

Crosswise stripes, plaids, and checkered materials (Fig. 18*b*).

A plaid jacket and plain trousers (Fig. 8).

A loose jacket bloused at the waistline and held in place with a knitted band.

Broad lapels on the coat (Fig. 4).

A double-breasted coat.

Soft thick materials, such as tweeds or fleeced fabrics.

THE STOUT BOY

Lines which take a vertical direction are best for the boy who is overweight or short and chubby. He should avoid any effect which carries the eye across the figure. He can wear:

A sweater or shirt the same color as his trousers (Fig. 19*b*).

A sweater with a pointed neckline (Fig. 17*a*).

A full-length, straight-line overcoat rather than a fingertip-length one.

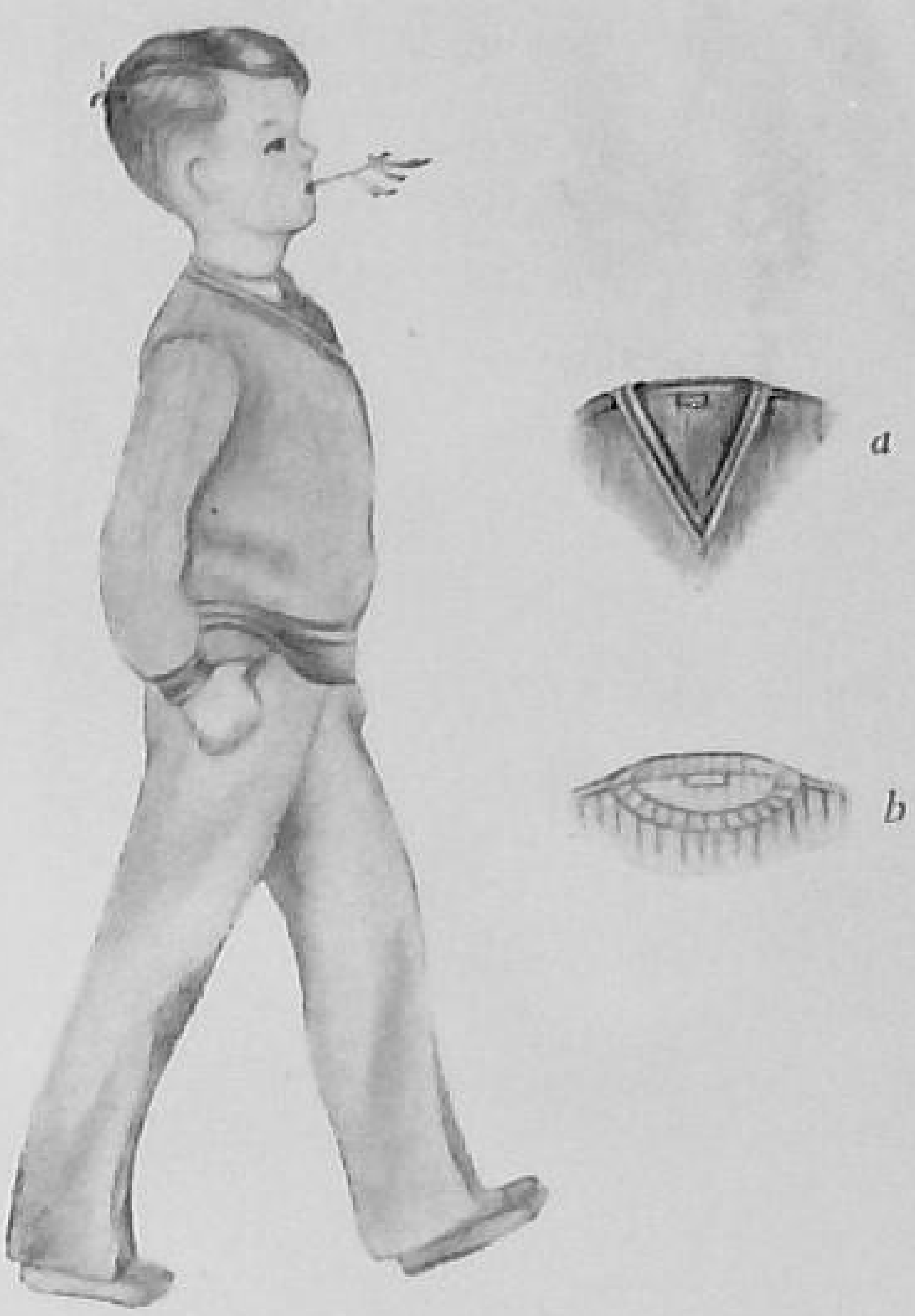


Figure 17. *A V-neckline on a sweater (a) will be becoming to a round face but will make a slender face seem narrower. A round neckline (b) will be more becoming to the latter type.*

Figure 18. *The boys are identical in size, yet the large plaid (b) makes the boy on the right look larger than the boy in the dull pencil-striped suit (a).*

a *b*

FIGURE 19. *A shirt of contrasting color is becoming to this tall slender boy* (a); *whereas* (b) *the short stout one should choose a shirt about the same hue and value as his trousers.*
DU PONT COMPANY

A subdued or indefinite stripe is becoming (Fig. 18*a*); no plaids.
Solid dark suits rather than those of two materials.
Plain-color knit shirts; no crosswise stripes.
No belt on the overcoat.
A single-breasted coat with narrow lapels.
A straight loose jacket or sweater rather than a bloused one.
Soft, medium-weight materials.

THE WELL-PROPORTIONED BOY

Almost any suitable styles which meet his needs can be worn by the boy of average proportions. The effect should be an attractive one, and the principles of line and design should be observed.

The face is the center of interest. This is emphasized by the cut of the collar or the tie.

He should avoid using several striped garments or a stripe and a plaid or check in the same costume.

Color Choices

The opportunity to make color choices is limited in a boy's wardrobe; however, color combinations can be becoming and interesting. When his mother understands what color will do toward bringing out the lights in his hair or accenting the shade of his eyes and when she notes how drab and uninteresting is the effect of a light-tan suit on a boy with blond hair, brown eyes, and sallow skin, she may analyze his coloring and help him to make selections which will accent his appearance. Some experimenting and trying on will bring about the purchase of a dark-green corduroy jacket and dark-brown slacks for the sallow-skinned blond. Black oxfords will be replaced with brown ones next time a purchase is made. A snowsuit will be dark green, and mittens and a ski cap will be brown with touches of orange and soft green.

Coordinating the colors in a boy's wardrobe is more interesting and the effect more attractive than ignoring color harmony and having him

assemble a gray coat, black shoes, red mittens and khaki slacks for his trip to school on the bus. Such garments purchased with no thought of color relationships and contrasts may be acceptable, for the boy himself, unless he is an unusual one, has little background of understanding of color harmony. One of the best ways to develop sensitivity to color is to discuss with him combining values and intensities of the different hues to achieve a becoming effect and a related ensemble. Color is important. Skill in using it, based on understanding, opens up a new world of enjoyment. There is no better time to begin with a boy than during his grade school days when planning the selection of the various items in his wardrobe.

TWO COLOR PLANS FOR A GRADE SCHOOL BOY'S WARDROBE

	Basic Color: Brown	*Basic Color: Navy Blue*
Coat	Brown	Navy blue
Jacket	Khaki	Medium gray blue
Suit	Tan	Gray
Snowsuit	Brown, green, and yellow plaid	Maroon
Shorts	Brown	Dark blue
Slacks	Tan	Gray
Overalls	Dark green	Natural color
Shirts	Yellow	Light blue
	Tan	Medium blue
	Stripes or plaids in yellow, brown, green aqua, rust	White
		Stripes or plaids in blue, red, yellow, gray
Cap and mittens	Brown or green with trimming or stripes of yellow and orange	Dark blue
		Bright red
		Maroon
Shoes	Brown	Black
Ties and scarfs	Green, yellow, rust, orange	Bright blue, red, maroon, yellow

The fall school outfit is a good starting point. The basic color will probably be navy blue or brown. It will be simpler to work out a har-

monious color effect by choosing one basic color and using that for the season rather than trying to combine the two. There is no reason why a yellow knit shirt cannot be worn with dark blue or with brown shorts. However, black oxfords are not as pleasing with the brown shorts as brown ones would be.

The boys with fair skin, blue eyes, and black or blond hair will find navy blue the more becoming basic color; whereas warm brown and its related or contrasting colors will look best on a boy whose skin is dark or swarthy, eyes brown or green, and hair brown, chestnut, or red.

For boys, as for men, the large areas of color in the costume are usually dull, dark, grayed, or neutralized. A spark of interest is created by a bright plaid sports shirt, red mittens with a dark snowsuit, or a maroon tie with a navy-blue suit.

If Jim is stout he will find dark or grayed solid colors more becoming than light, bright, or patterned effects. A gray-flannel shirt will be a better choice than a bright blue and green plaid.

Trying out color combinations in shirts, jackets, slacks, and other articles of clothing is an intriguing experiment. It can be carried on in the home and in the store. It will develop an interest which may lead to an intensive study of color and the part that color plays in physics, chemistry, psychology, and art.

That Well-Groomed Look

Habits formed early in life carry over into later years. The grade school boy of today is soon meeting the competition of high school, perhaps of college, and then of the business world. An invaluable asset to success, though not a substitute for competency, is a well-groomed appearance. The self-assurance engendered by spotless, appropriate, becoming clothing is worth the hours of training in the formative years.

An occasional discussion between parents and sons on a daily and weekly schedule to achieve "that well-groomed look" is worth consideration.

A Daily Bath

When should it be taken—morning or night? Is an additional shower in summer often desirable? Does he have his own rod in the bathroom for his towels and wash cloth?

Brushing Teeth

When should this be done—morning and night and after every meal, or is once a day enough? Does he understand the importance of gum massage? Can a special place be arranged for his tooth paste and tooth brush? Does he know how objectionable is unpleasant breath?

Haircut and Shampoos

How often should his hair be washed? What is a good method? Does he realize that greasy dirty hair can spoil his whole appearance? How often should he have a haircut? Is it a helpful plan to have a regular time for this, such as Saturday morning or Monday afternoon? Is his hair well-brushed and combed? When should this be done? Is once a day often enough? Why is regular brushing important? Does wetting the hair before combing or the application of hair dressing substitute for a shampoo?

Washing Hands and Trimming Fingernails

How often should this be done and when? Why is care of hands and nails important? How can chapping and roughness be prevented? What is the proper method of cutting fingernails? How can very grimy hands be made spotlessly clean?

Daily Changing of Underwear and Socks

Why is a daily change necessary? Active boys perspire freely and may be unaware of body odors. In a busy household can a boy do his share by laundering his own underwear and socks? Does cotton-knit underwear simplify laundering? If the boy assumes the responsibility of laundering his underwear and socks, what is the proper method? Where

should he hang them to dry? Should cotton underwear be boiled occasionally? why?

Shoe Care

How often should shoes be polished and when? Should they be polished at night or left until the next morning? Is there usually time for shoe polishing in the morning before school? What is the best method of cleaning and polishing leather shoes to lengthen their life and improve appearance? Are run-down heels repaired regularly? Are frayed shoe laces replaced with new ones as soon as needed?

Mending and Replacing Buttons

Are buttons tightened as soon as they become loose? Is clothing checked before laundering, and are all missing buttons replaced? Is there a button box in which buttons from discarded garments are kept? Can a boy learn to sew on buttons? Does he need to know how when he goes camping? Are rips and tears mended as soon as they appear?

Clean Pressed Clothing

Should the shirt be changed daily? When should the fresh one be put on—in the morning or just before supper in the evening? Are the trousers well pressed? How often should this be done? Are the coat and overcoat brushed frequently?

Each detail attended to with regularity and faithfulness will contribute to the formation of good habits and the setting of high standards of personal appearance. In school and club groups where carelessness in dress is the accepted mode, especially among the leaders, training the boy to perceive the importance of good grooming will not be easy. An understanding of boys' psychology and unending patience will be needed.

Hair Dress

Where to part his hair depends on the general shape of his face. A center part will make his face seem broader as will a part which comes

rather far over to the side. A part medium high, perhaps halfway between the center and the far side, is slenderizing. This is the line suggested for the boy with a round full face.

Hair brushed directly back will make the face seem thinner and longer. If his face is slender bring the hair down and across the upper part of his forehead.

Help him to make the most of his looks. Hair polished to a satin sheen is part of the general effect of shining scrubbed cleanliness.

Brush the hair well at least once a day, massaging the scalp and roots to stimulate circulation. A stiff-bristled brush is needed. Of course, it should be kept clean with a weekly washing.

A boy should have his own toilet articles and a special place in which to keep them.

A shampoo once a week is essential to keep hair in good condition. Applying hair pomade or brushing the hair with water are not substitutes.

A soap jelly or liquid shampoo can be made at home by combining neutral soap flakes with water and heating until the soap has dissolved.

A receding hairline is one of the problems of the adult male. Every effort should be made to help the youth to care for his crowning glory faithfully and regularly, not only to enhance his appearance now but also in an effort to avoid the ills of the future.

DISCUSSION

1. What is the best way to remove grease and grime from a boy's hands?
2. What is a satisfactory method of shampooing a boy's hair?
3. Give careful directions for pressing trousers properly.
4. Describe three different personality types in boys you know. Can you suggest any ways to plan their clothing to enhance personality?
5. Plan a color scheme for a boy's wardrobe if he has a gray tweed overcoat.

Texture and Design

Chapter 8

IT has been pointed out many times in this book that children's clothing has style and represents good taste when it is simple, comfortable, and functional. It is interesting to find that out of this usually grows an effect which is aesthetically pleasing. Good basic designs usually make decoration unnecessary.

Clothing Design

Good design is based upon coordination of the principles of dominance, proportion, rhythm, and balance as they relate to the elements of line, color, texture, and form to produce harmony and fitness.

CENTER OF INTEREST

Children's wearing apparel especially in the lower price range frequently shows little regard for good design. Some inexpensive dresses are overtrimmed so that the garment becomes more important than the child.

Each costume should have a center of interest with all other ideas subordinate to it. The dress in Fig. 1*a* has many different ideas. None is strong enough to hold one's attention. Any one of the ideas might be good if used alone; the combination of all of them in one dress is poor.

FIGURE 1.

a is a poorly designed dress.

1. *The buttons and ties in back keep it from being self-help.*
2. *It lacks a center of interest. Too many ideas are striving for attention. Checks and stripes are bad enough to combine in one dress without adding embroidered insertion, ruffles, cording (at waistline), and bias-cut checks. Organdy ruffles wear out before the cotton print which it decorates.*
3. *Puffed sleeves with tight bands and ruffles often prove irritating to a child at play.*
4. *Since children's clothing requires frequent washing and ironing, tiny ruffles often prove a burden.*

a

b

b is a well-designed dress.

1. *The dress buttons down front with large buttons that would be easily manipulated by tiny fingers.*
2. *Simplicity is the keynote of this design. The design is simple enough to permit the use of either plain or figured material.*
3. *Bands which form loose cap sleeves are comfortable for an active child.*
4. *Simple lines which flare at the bottom and give fullness, still keeping the garment easy to launder, are much to be desired.*

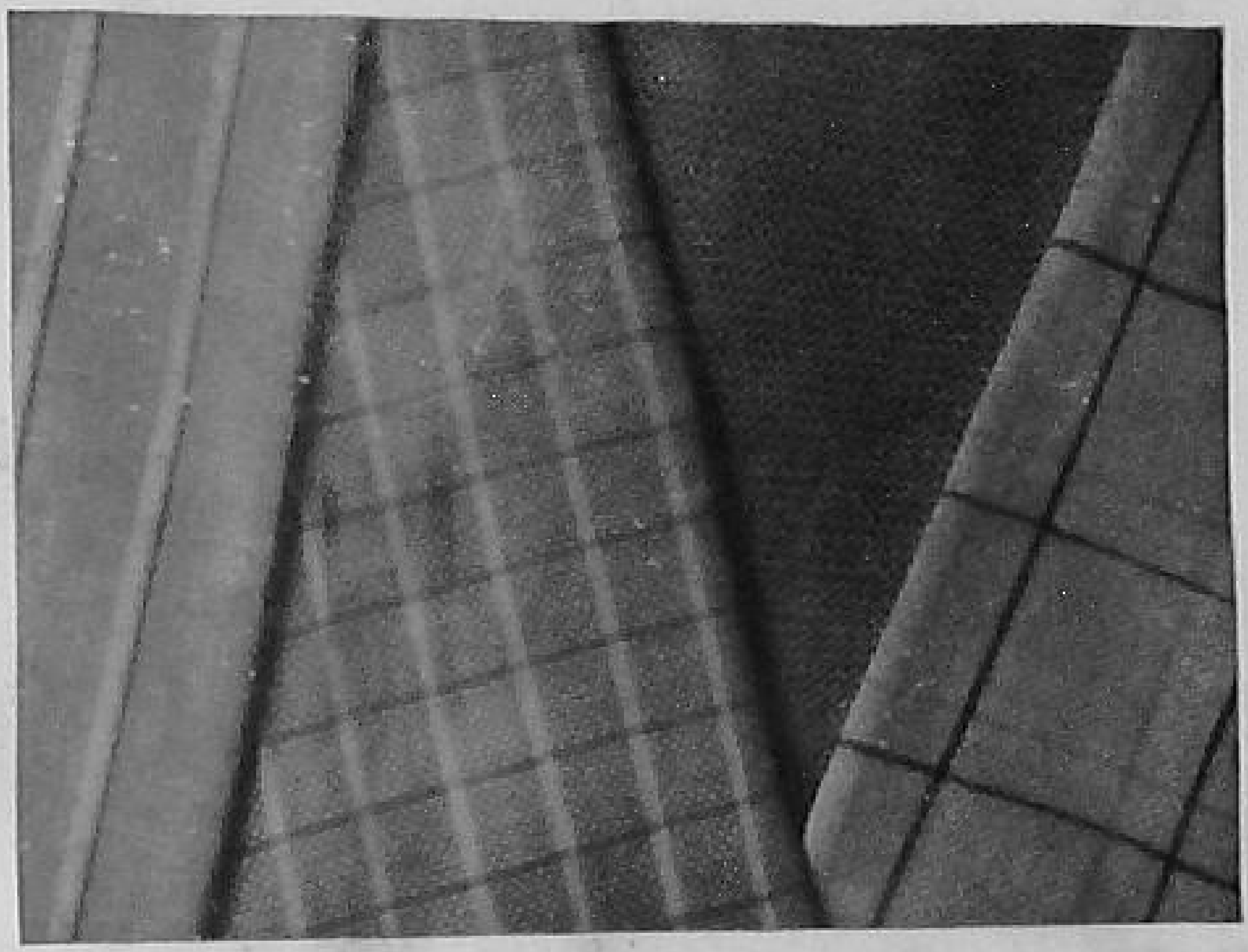


FIGURE 2. *These textures and designs are especially appropriate for boys' suits, sport shirts, or shorts.* BAILES STUDIO.

In children's dresses and coats the center of interest is near the face. Garments should form a pleasing setting for the individual's face and personality.

The dress in Fig. 1*a* would have been more attractive if all the other decorations had been omitted except the tiny ruffle around the neckline and sleeves. Collars of unusual shapes or contrasting materials will also create a center of interest. Other details, such as tucks or ruffles, will hold the eye near the face of the child. Less important harmonizing motifs should be subordinated to the main center of interest.

PROPORTION

This is the principle of design that deals with relationships of one part of an object to the whole. No matter whether you are considering the type of fabric pattern for a child's dress (Fig. 3) or deciding how long to make a jacket in relation to the skirt, proportion is very important. There is a problem of proportion whenever anything is divided into two or more parts or when two or more of anything is combined. Some people seem to have a natural feeling for this principle of design, still others find it difficult to sense its application.

A subtle division of spaces is more interesting than an obvious or even division. In general, uneven relationships of one part of a costume to another makes for a more interesting proportion than even divisions. For example, a belt should not divide a dress into two equal divisions. The stripe in Fig. 2 is more interesting than if all three colored stripes were of equal width. In the same figure, the checks at the right

FIGURE 3. *One design sold in two sizes. The size of the larger pattern may be appropriate for the mother, while the smaller pattern is in proportion to her daughter.*

are less interesting than the others shown. Buttons are more interesting when used in uneven numbers and when spaced with the distance between the buttons greater or less than the diameter of the button itself. The bands added to the bottom of the dress, Fig. 8, Chap. 5, show another application of good proportion. The varying widths of bands are more interesting than a single band or two equal bands would be. In Fig. 9, the materials with unequal stripes are the most interesting.

However, if this idea of uneven division is carried too far and there is too great a difference between the divisions, another uninteresting effect is obtained. An example of this type of poor proportion would be a bonnet which has a brim too wide for the size of a child's face. It is this same principle, too, that makes it more desirable to have mother-daughter prints scaled to the size of the wearer (Fig. 3).

RHYTHM

Rhythm is a feeling of movement or a flow of line throughout a design. It may be achieved in many ways. One of the simplest is through the repetition of a shape, color, or idea, such as the marching rhythm of a pleated skirt, the repetition in the shoes or hat of one of the colors in the dress, or the use of scalloped cuffs with a scalloped collar.

Closely related to the idea of repetition is the use of progressive sizes, sometimes known as gradation. When the skirt is made with tucks with the idea of letting them out later, they can be in graduated widths with the smallest at the top and the largest at the bottom to give a rhythmic effect. Trimming a suit with three widths of braid or rickrack will achieve the same idea.

The obvious rhythm is through continuous flow of line. This is best illustrated in embroidered insertions when the main theme is a continuous curved line or a broken series of wave-like motifs. A jacket which has a gracefully curved lapel leading into the center opening and ending in a curve at the lower edge of the jacket is another example of this type of rhythm. The line is a transitional one. When the predominant lines meet each other at right angles, opposition is expressed. A boy's coat lapel or the joining of a yoke and a front panel exemplify opposition.

Radiation, another kind of rhythm, is achieved through tucks coming out from a neckline or by ribbons which have been gathered into rosettes.

BALANCE

Balance is the feeling of rest or repose which is needed in every design. Pockets equidistant from the center on overalls or a sunsuit or any of the decorative effects which make both sides of any garment appear alike are examples of formal balance. More difficult balance to achieve, but a more interesting effect when it is done skillfully, is the informal type. A side opening from the neckline may be balanced on the other side, perhaps in the skirt or trousers with a patch pocket.

In estimating a balanced effect the entire figure must be considered, the upper part as opposed to the lower, as well as both sides. A too-short skirt on a long-legged, gangling girl is not only poor proportion but gives the effect of an unbalanced costume.

LINE

Line plays an important part in the design of a suit or dress. The slenderness of a child's face can be emphasized if a V neck, repeating the

FIGURE 4. *Even though these two rectangles are of equal size,* a *appears taller than* b *because the vertical lines of the rectangle are repeated.*

lines of the thin face, is worn. A neckline showing too great a contrast, such as a boat-neck sweater, will also make an already-thin face look thinner by way of contrast. A U neckline would be more becoming for a round-faced child, and a round or oval neck would be best for a thin face.

In Fig. 4 the two rectangles are of equal size, but *a* appears taller than *b* because the vertical lines of the rectangle are repeated. Thus the chubby child can be made to appear taller by emphasizing vertical lines. This can be done with a contrasting panel down the front of the dress or suit. This panel must be in good proportion. If it is too wide, the effect is broadening rather than lengthening, for the eye is led across the width of the panel, rather than along the length of it. A contrast at the lower and upper borders only of a costume will also lead the eye up and down,

making the child appear taller (Fig. 5*b*). A white hat and shoes with a dark suit would give this same effect. If a white belt or some other horizontal trimming is used on the dark costume this lengthening effect no longer exists, for the long imaginary line between shoes and hat is broken (Fig. 5*c*).

Suits made with the blouse and trousers of the same color and texture tend to make the child appear taller and slenderer than a suit with a blouse of one color and trousers of another. Belts of self-material are more slenderizing than those of contrasting color or texture. Dresses

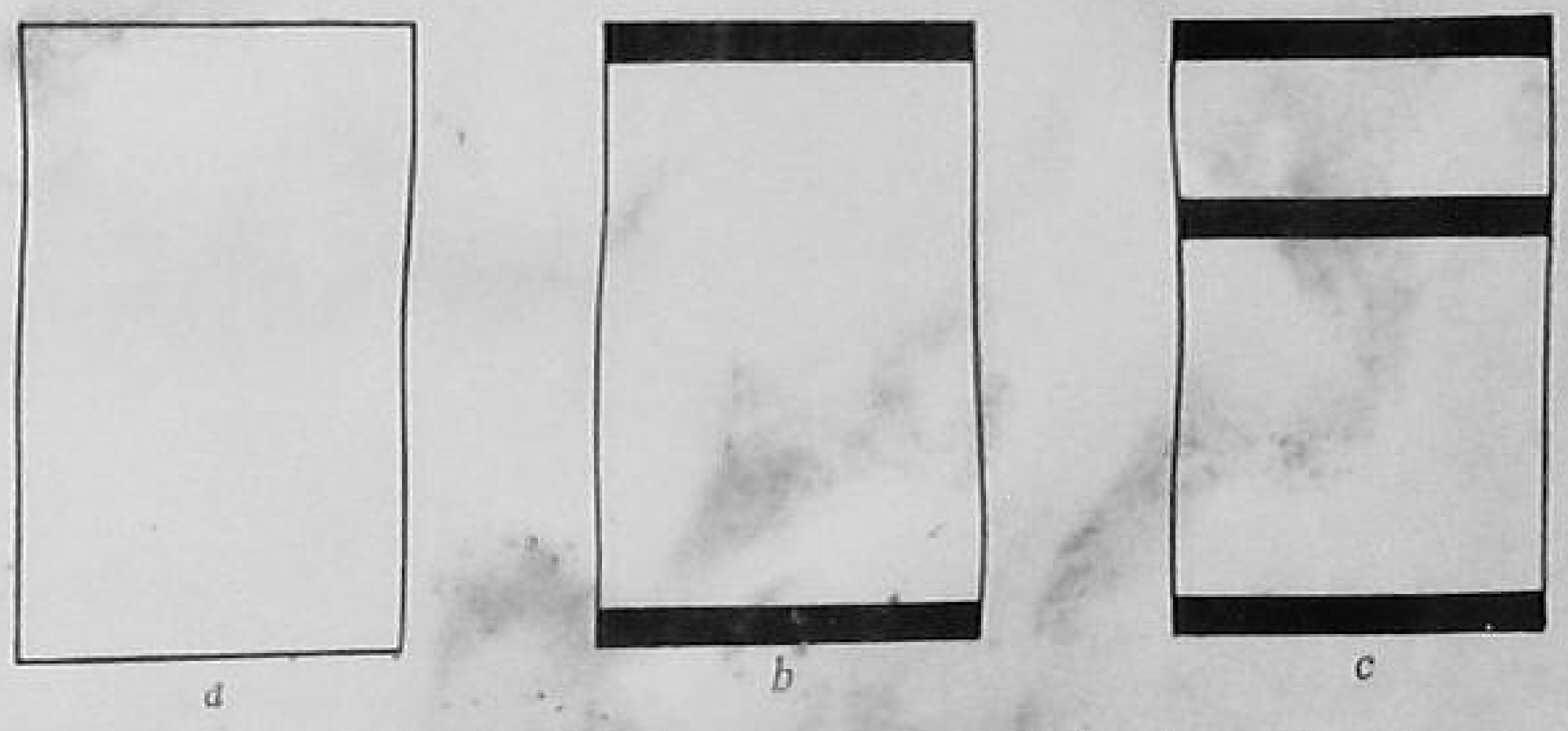


FIGURE 5. *The center rectangle appears to be higher than the other two even though they are all the same size. This is because the heavy line at the top and the bottom leads the eye up and down. This long imaginary line is broken in the rectangle to the right by the placement of the third line.*

which are quite full from the yoke down will make a girl look shorter and less slender than a semifitted dress.

DECORATIVE DESIGN

A decorative design should follow the construction lines of a costume and should be related in contour to the space in which it is placed. For example, the front opening and neckline of a dress or shirt can be faced back with a contrast in material, an embroidered band, or they can be trimmed by using several rows of machine stitching, interestingly spaced. For example, if any one of the embroidery stitches in Fig. 4, Chap. 9, are used, the effect of a well-designed trimming can be achieved, and at

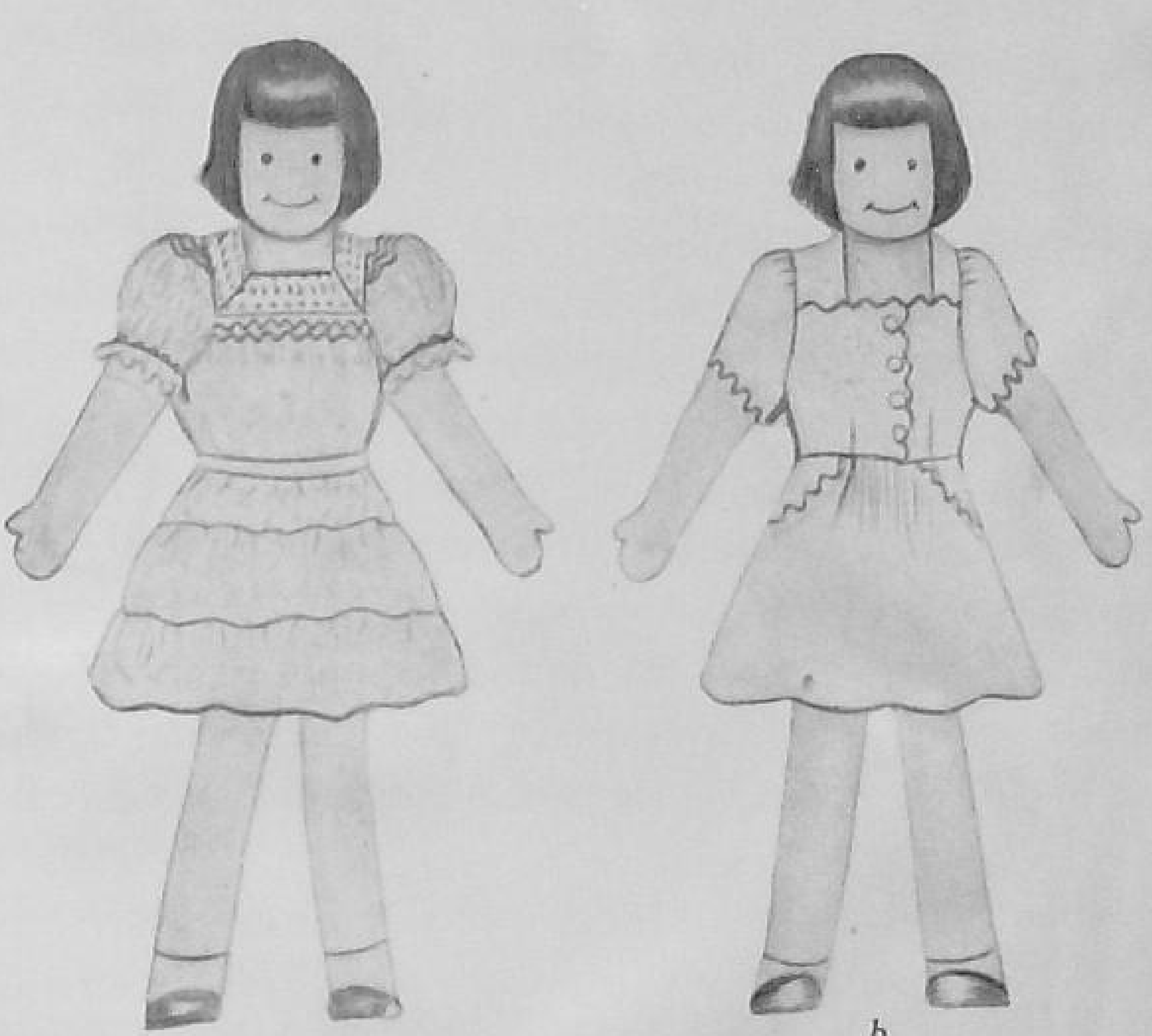
FIGURE 6.

a is a poorly designed pinafore.

1. *It buttons and ties in back and is not self-help.*
2. *It lacks a center of interest by using too many ideas.*
   a. *The material is striped seersucker—one idea in itself.*
   b. *The white bands are trimmed with rickrack of a second color.*
   c. *The appliquéd flowers are made of several colors of felt and are placed irrespective of construction lines.*

b is a well-designed pinafore.

1. *It opens in front. (A placket extends up under the ruffles and buttons over at the waistline.) Buttons are easily accessible, thus making dress self-help.*
2. *Simplicity is the keynote, permitting the child to be the center of interest. The pinafore could be one color or could be trimmed in a contrasting color.*
3. *Pinafores should be built up in back and front so that the shoulder straps will not be continually falling off the shoulder.*



a *b*

Figure 7.

a is a poorly designed dress.

1. *The buttons and tie in back prevent it from being self-help.*
2. *Too many ideas are incorporated in one dress.*
   a. *Figured material.*
   b. *Embroidered insertion yoke.*
   c. *Yoke bordered with multicolored rick-rack.*
   d. *Sleeves gathered and finished with organdy ruffle.*
   e. *Skirt made of gathered tiers.*
3. *Gathered skirt, stitched-down tiers, puffed sleeves, and ruffles would all make the dress difficult to iron.*

b is a well-designed dress.

1. *There are large buttons in the front of the dress for self-help training.*
2. *Simplicity is the keynote.*
   a. *Solid color used for dress to be trimmed in rickrack.*
   b. *Colored rickrack as the sole trimming used at construction lines.*
3. *Sleeves are gathered at the top but permitted to hang loosely at the bottom for comfort and ease in ironing. The skirt too is made with fullness but constructed so that it will be easy to iron.*

the same time the edge made stronger. Whenever there might be a strain on the garment from wearing or putting it on and taking it off, these points can be strengthened with facings, bindings, or other reinforcements which may also serve as trimmings.

The designs in Figs. 1*a*, 6*a*, and 7*a* show dresses with too many ideas incorporated in each dress. If the dress in Fig. 1*a* had been made entirely of either striped or checked material with the trimming of the same material cut on the bias, the effect would have been less confusing. Or, if the embroidery trimming was desired, it could have been used on solid color to a much better advantage. It is best not to use more than one decorative idea when planning a dress or suit. For example, fancy buttons used on figured material give an overdecorated effect. Either put the unusual buttons on plain material or plain buttons on figured material. Embroidered trimmings are most fittingly used on solid-color materials.

A well-designed costume should exemplify harmony of shape. A pointed collar or facing used on a suit with pockets having rounded corners lacks unity. Both the collar and the pockets should have the same shape harmony. If an embroidered design is added to a dress it should harmonize in shape with the space in which it is placed. Designs which are placed at irregular intervals on the skirt of a dress usually are poor (Fig. 6*a*), but a design placed in harmony with a construction line is good (Fig. 1*b*, Chap. 9).

COLOR

When selecting color for apparel, study and analyze the coloring of the child's complexion, eyes, and hair; then select those colors which bring out the best features. The child's personality should not be forgotten. There are no set rules whereby one may say that because a child has blue eyes she should wear blue. However, if her eyes are her best feature and they are a beautiful shade of blue, they can be enhanced by wearing the same shade of blue or lighter ones.

Bright blue in large areas makes the eyes take on a gray cast or makes them look pale. In small quantities, as in buttons or a bow, it accents the

eyes. The mistake is often made of thinking that blue is the only color a blue-eyed child can wear. Adults have been known to dislike a color because it was the only one they were permitted to wear as children. There should be some variety in the colors worn.

Sometimes a color which enhances one feature will detract from another. Although blue may emphasize the blue eyes, it sometimes causes the complexion to appear sallow. Likewise, yellow which emphasizes the yellow in blond hair may seem to darken the skin and bring out the purple shadows around the eyes and mouth.

For the child who has lovely brown hair and eyes, the same shade of brown or a brown with the same amount of life in it is becoming as he or she nears school age. Brown and other dark colors should usually be relieved with pale pink, blue, or oyster white when worn by children. A brown jumper with a pale-pink blouse would be more becoming than an all-brown costume.

The so-called redhead with a lovely clear complexion wears yellow very well, for it accentuates the yellow highlights in her hair, making it seem almost golden. She wears blue-greens equally well, for they complement the color of her hair.

Since young complexions are delicate in coloring, clothing should be of subdued hues but not necessarily pastels. It is also generally agreed that blondes look better in the pastel or delicate colors, whereas the brunette can wear better the colors that are a little brighter and deeper. For a child, however, never go to an extreme in either direction; that is, a blonde should not wear such colorless clothes that she seems colorless herself, nor should you dress a brunette in clothes too bright for her delicate complexion and age.

The color of the child's dress should never be predominate over her personality. Quiet dainty Lucy would look well in the delicate tones of pink, blue, and perhaps even a pinkish lavender, while vivacious tomboy Mary could wear yellow, coral, and soft shades of red. Because a child is usually happy, we like to think of him in gay colors whenever possible. Play clothes can be made from colors of brighter intensity than would ordinarily be used for school clothes. Avoid mousy colors for your child since they have a tendency to depress even the gayest spirit.

Even with the apparent limitations given above, there is still a wide range of suitable colors for each individual. Use a variety of colors for children. Do not dress Lucy in just pink or blue, forgetting all other colors, for this has a negative effect on a child.

Interesting value contrasts add spice to any costume. These contrasts, however, must be harmonious. When two or more colors are combined in a suit or dress, the values should be varied to avoid monotony. Boys of the same coloring as girls can usually wear darker values or colors, mainly because the darker colors look more masculine.

If a child desires vivid colors which are unbecoming near the face, use them in small areas such as narrow pipings, buttons, narrow belts, handkerchiefs, and such details.

For additional suggestions on color, see pages 207, 297, and 347.

Fabrics

"Texture comes from a Latin root meaning to weave, but as a borrowed term it is used today to mean the surface appearance and feel of all sorts of materials used for practical and decorative purposes," wrote Grace Morton,[1] eminent authority in costume art. The fiber, the spinning and weaving processes, the finish, and any superimposed pattern may change the hand and character of the fabric.

Some words used alone or in combination to describe texture are soft, fuzzy, fluffy, flimsy, fine, transparent, opaque, metallic, stiff, lustrous, shiny, smooth, rough, and pliable. The texture of the fabric should be suitable for the age and size of the child. Only the finest softest materials, such as batiste and nainsook, are placed next to the baby's delicate skin.

Such materials as lightweight challis, French serge, flannel, cotton poplin, fine gingham, and muslin are suitable for the preschool child. The usual tightly twisted serge, tweed, or thick fleeced coating are stiff and harsh for a boy or girl of this age. Velvet, satin, and brocade are too

[1] Grace Morton, *The Arts of Costume and Personal Appearance*, p. 178, John Wiley, New York, 1943.

sophisticated for a child of any age, except in a very small quantity, such as a velvet bow or a satin hair ribbon.

The fine-textured piece of cotton crepe shown in Fig. 8 is preferable for young children. There is an even finer quality which is comfortable for babies.

Smooth materials are appropriate for children. They tend to shed soil more easily than the rough nubby textures. However, a fine flexible,

FIGURE 8. *Coarse textured fabrics are not suitable for the small child with smooth delicate complexion. Choose fine textured cotton crepe for rompers, sunsuits or nightclothes and omit pressing.* BAILES STUDIO.

pinwale corduroy can be worn by young children for overalls and coats. In the wider wales it is suitable for grade school boys and girls.

Cotton gabardine, poplin, piqué, denim, and similar fabrics in a light weight are eminently satisfactory for overalls, sunsuits, and shorts for preschool children and in slightly heavier weights for grade school boys and girls.

STRIPES, CHECKS, PLAIDS

Although fabrics in plain solid colors are often used throughout a costume, stripes, plaids, and checks are sometimes introduced for interest. The width of the *stripes* should be in proportion to the small wearer.

Only the narrowest stripes are chosen for the preschool child for sunsuits or self-help dresses, while wider ones may be becoming to big brother and sister.

There is a problem in proportion when interesting widths of stripes are planned. Proportion is the pleasing relationship of lines, spaces, or objects to one another and to the whole. To be pleasing they must hold the observer's interest. Stripes which are equal in width are not as subtle as those which vary. A narrow blue stripe and a slightly wider white one will hold the interest longer than if the two colors are equal in width. Equal divisions are obvious; it takes little time or thought to see that the divisions are the same and the eye moves quickly on. The uneven divisions are not so readily analyzed, and the glance lingers. In Fig. 9, the first and fourth stripes show variations in width and in color combination. The second and third swatches exemplify variation in width and texture. The material on the far right holds the eye with the wide white stripe and narrower blue one.

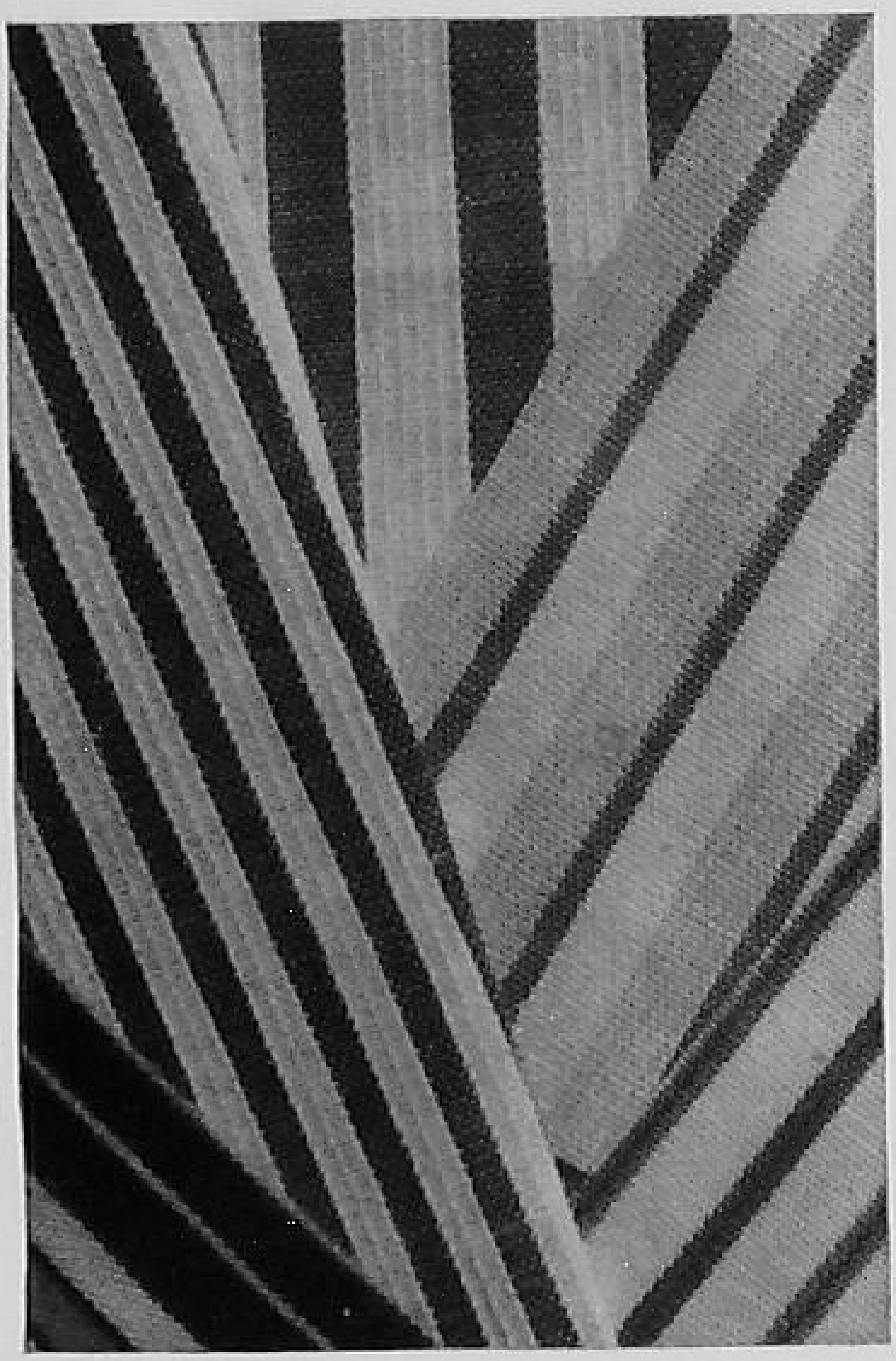


FIGURE 9. *Striped fabrics are more interesting if the stripes are unequal. Textural contrast also makes for interest. In texture, these fabrics are more suitable for grade school children than for younger ones.* BAILES STUDIO.

The size of the *check*, too, should be proportioned to the stature of the child. In Fig. 10 the first check on the left will be large for a preschool child as will the last one on the right. The second one will be best. Numbers 3 and 4 are suitable for the grade school boy and girl. It is true, however, that these recommendations may be modified by the intensity or value of the colors used or by the personality of the wearer.

A well-spaced *plaid* is interesting. It may be made up of bright colors, dull subtle ones, or a combination of the two. One or the other

should predominate to accomplish a well-balanced effect. The oblong repeat is to be preferred to the square one. Varying widths of color bands in pleasing relationship to the background can produce a textile which is peculiarly appropriate for children's garments, both boys and girls. The

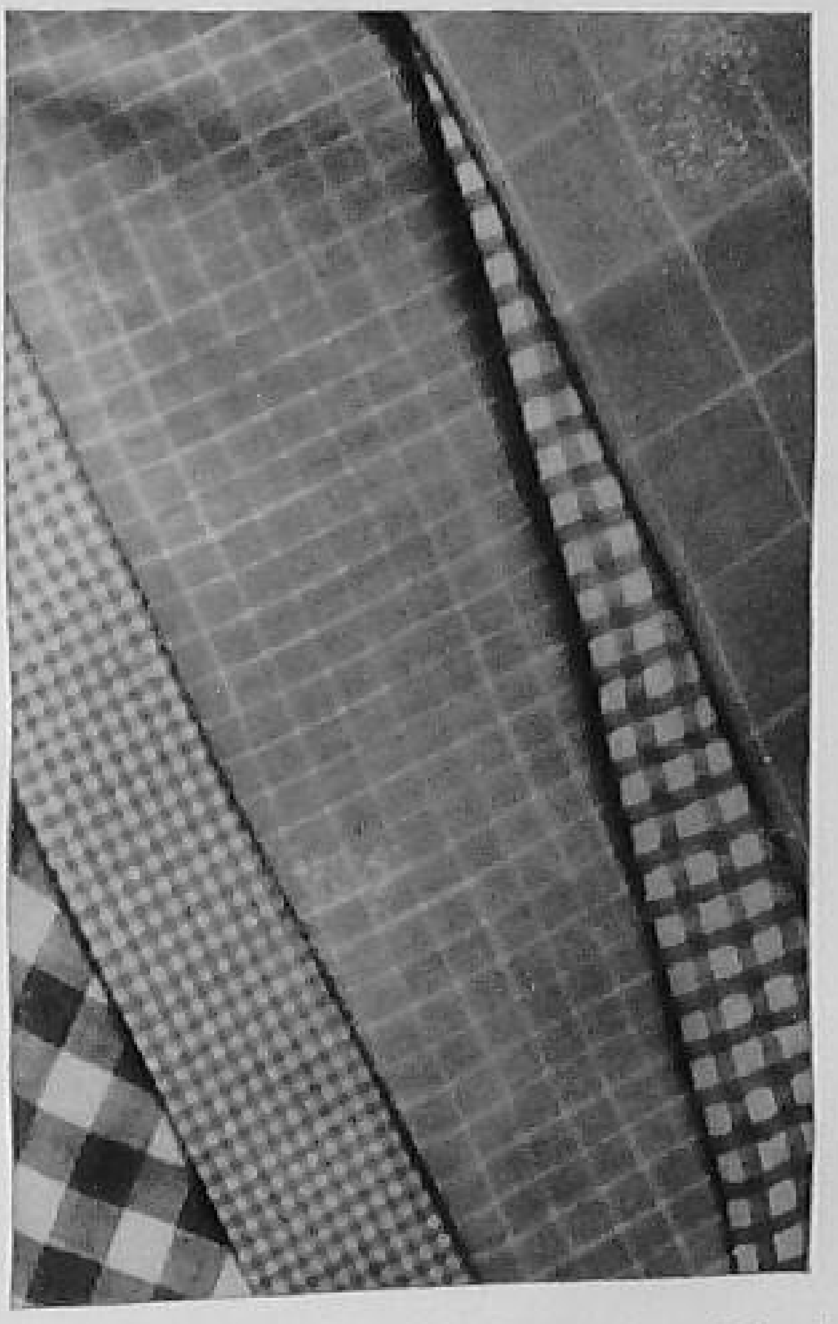


FIGURE 10. *Checks made of stripe and background colors of different widths to form squares of lighter or darker value are more subtle than the usual gingham checks. However, gingham with three values of one color is a staple fabric for children.* BAILES STUDIO.

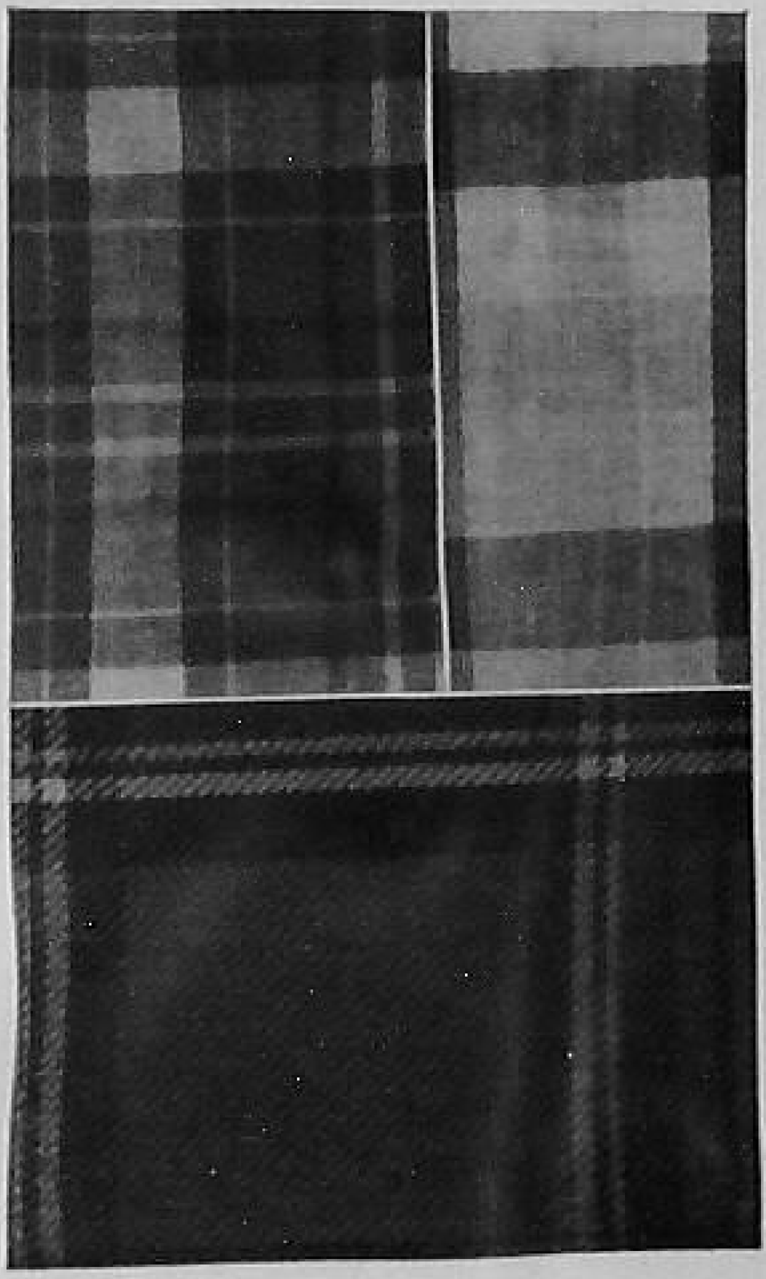


FIGURE 11. *A pleasing plaid is made of varying width stripes which break the background into interesting proportions. None of the above plaids is suitable for the preschool child. They are more appropriate for older boys and girls.* BAILES STUDIO.

size of the plaid must be scaled to the size of the wearer (Fig. 11). When it is large or bright it may seem overwhelming in a coat for a small delicate girl but gay and suitable for a sports shirt for a twelve-year-old boy. In gingham, rayon, wool, or cotton flannel, and in coatings, plaids that are well chosen have a real place in the grade school child's wardrobe. They seem peculiarly suited to the active life and forthright personality of most children.

A plaid which appears to be too large may prove wearable when made up into a pleated skirt or used as a coat lining.

PATTERNS

Printed materials are popular for children's clothing and meet a real need. They tend to look fresher for a longer time and do not show spots

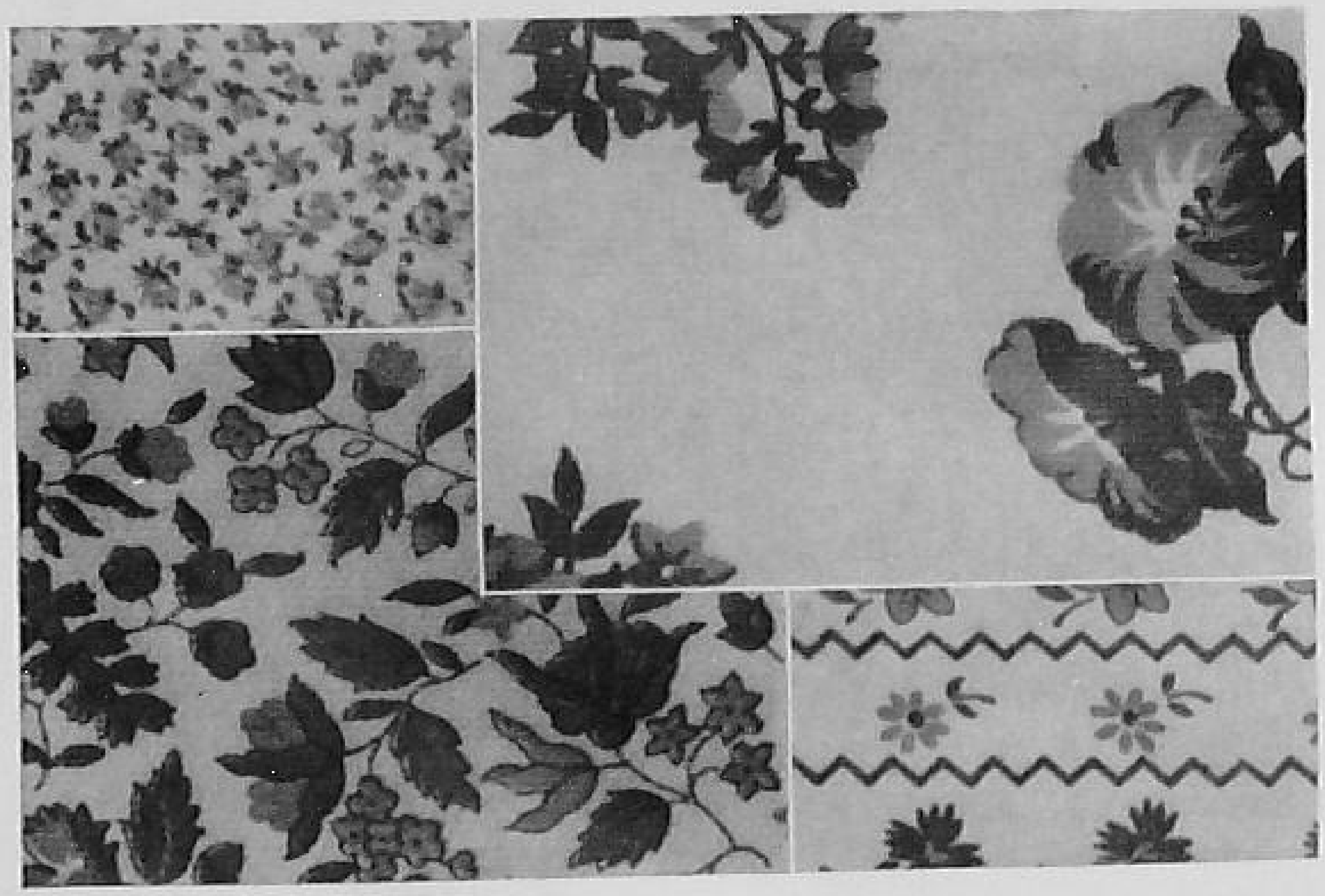


FIGURE 12. *Conventionalized floral designs (the two lower prints) are more artistic than those which look too natural.* BAILES STUDIO.

and soil as quickly as do solid colors. However, few all-over patterns suitable for children's clothing are really good ones.

Morton[2] suggests these criteria as a guide in selection.

1. The shapes or motifs which make up the pattern should be interesting in contour and so arranged as to make a pleasing rhythm, usually in all directions, in order to give a feeling of balance and stability [Fig. 12].

2. When more than one motif makes up a pattern, they should be harmonious in shape and size; i.e., there should be unity but with variety [Fig. 13].

3. The spaces which form the background areas must have interest in themselves so that the pattern as a whole will be pleasing [Fig. 12].

4. Pictorial or strictly realistic treatment of animal and plant forms and of scenic landscape effects are never suitable for wearing apparel. Good prints may

[2] Grace Morton, *The Arts of Costume and Personal Appearance*, p. 119, John Wiley, New York, 1943.

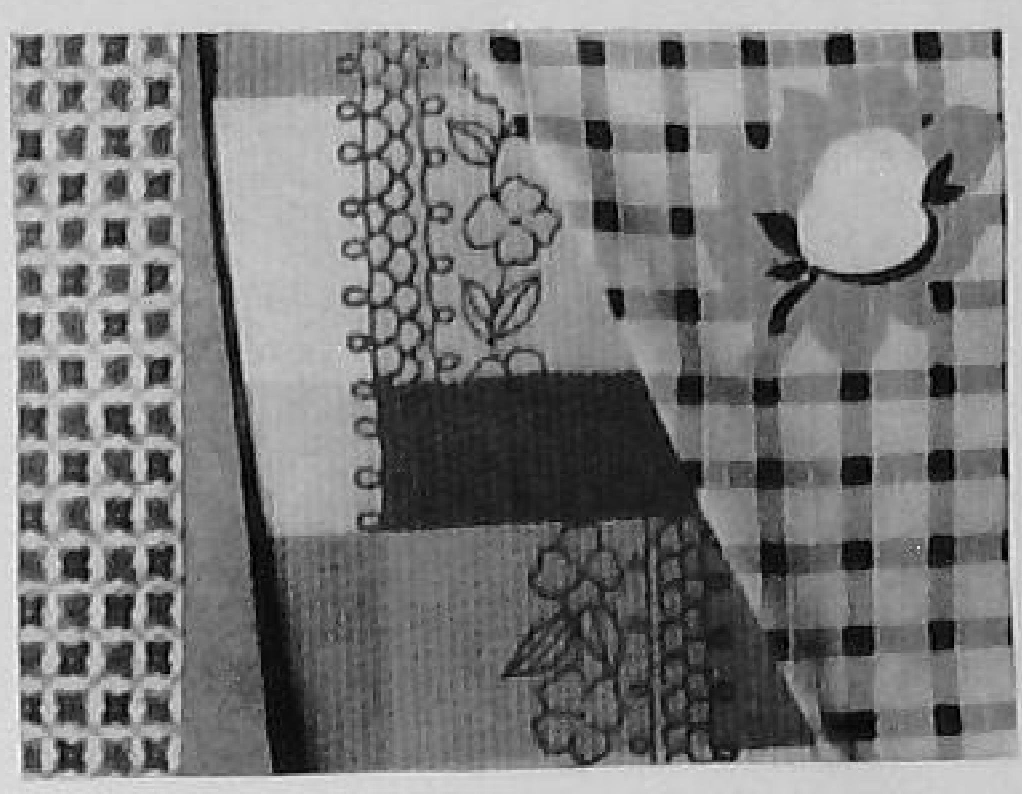


FIGURE 13. *The print on the left is a good conventionalized design. The other two are poor. The print in the center is made up of unrelated motifs; in the one on the right there are too many conflicting ideas.* BAILES STUDIO.

FIGURE 14. *Young children like prints of animals, birds, and flowers. The lower print is an example of a good design made of conventionalized figures in pleasing rhythm. The upper design has a spotted effect and lacks unity.* BAILES STUDIO.

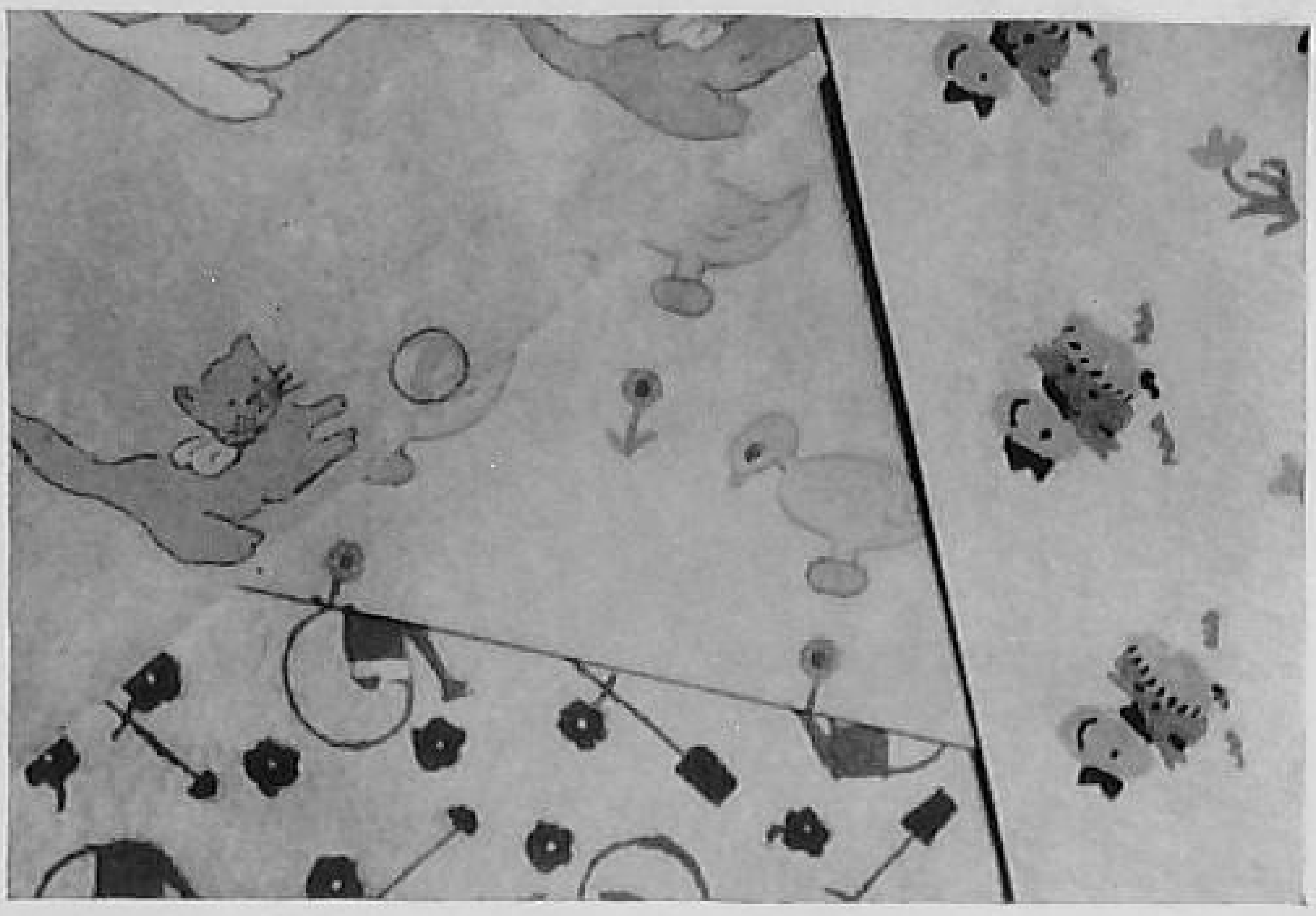


Figure 15. *These prints are conventional and well-designed. Children like fabrics decorated with designs they can identify. Avoid motifs which are too realistic.* Bailes Studio.

have their motifs based on nature, but the designer will have added to nature something of his own, something amusing or gay or smart or exotic—a pleasing rhythm, an old theme done in a new way—always something creative [Figs. 14, 15, and 16].

5. The effect of the design as a whole when viewed from a distance through half-closed eyes should give a satisfying impression that the lights and darks lie on the same surface, so that no part appears to jump out or claims too much attention.

Figure 16. *The bunny print is conventionalized enough to be good design, yet the bunny can be identified by a child. On the right, the lettering and figures lack harmony.* Bailes Studio.

READINGS

For help in planning well-designed clothes in attractive color schemes for boys and girls you will enjoy reading:

Grace Morton, *The Arts of Costume and Personal Appearance*, John Wiley, New York, 1943.

Laurene Hempstead, *Color and Line in Dress*, rev. ed., Prentice-Hall, New York, 1947.

Harriet and Vetta Goldstein, *Art in Every Day Life*, Macmillan, New York, 1940.

DISCUSSION

1. Collect colored samples of cloth or paper, showing the appropriate line value and intensity for each of the following: the infant creeping age, preschool age, and for children six to twelve.

2. Collect swatches of material suitable for the school clothes of a twelve-year-old boy that show interesting textural relationships.

3. Collect samples of (*a*) plaids suitable for a sports shirt for a nine-year-old boy, and (*b*) checks or plaids for a five-year-old girl.

4. From a fashion magazine trace a dress which would be suitable and becoming to a ten-year-old girl of average proportions. Paint it with water colors working out a distribution of color which would have a slenderizing effect on a stout child. Can you modify the design to make it more becoming to a very slender girl?

Trimmings and Decorative Stitches

Chapter 9

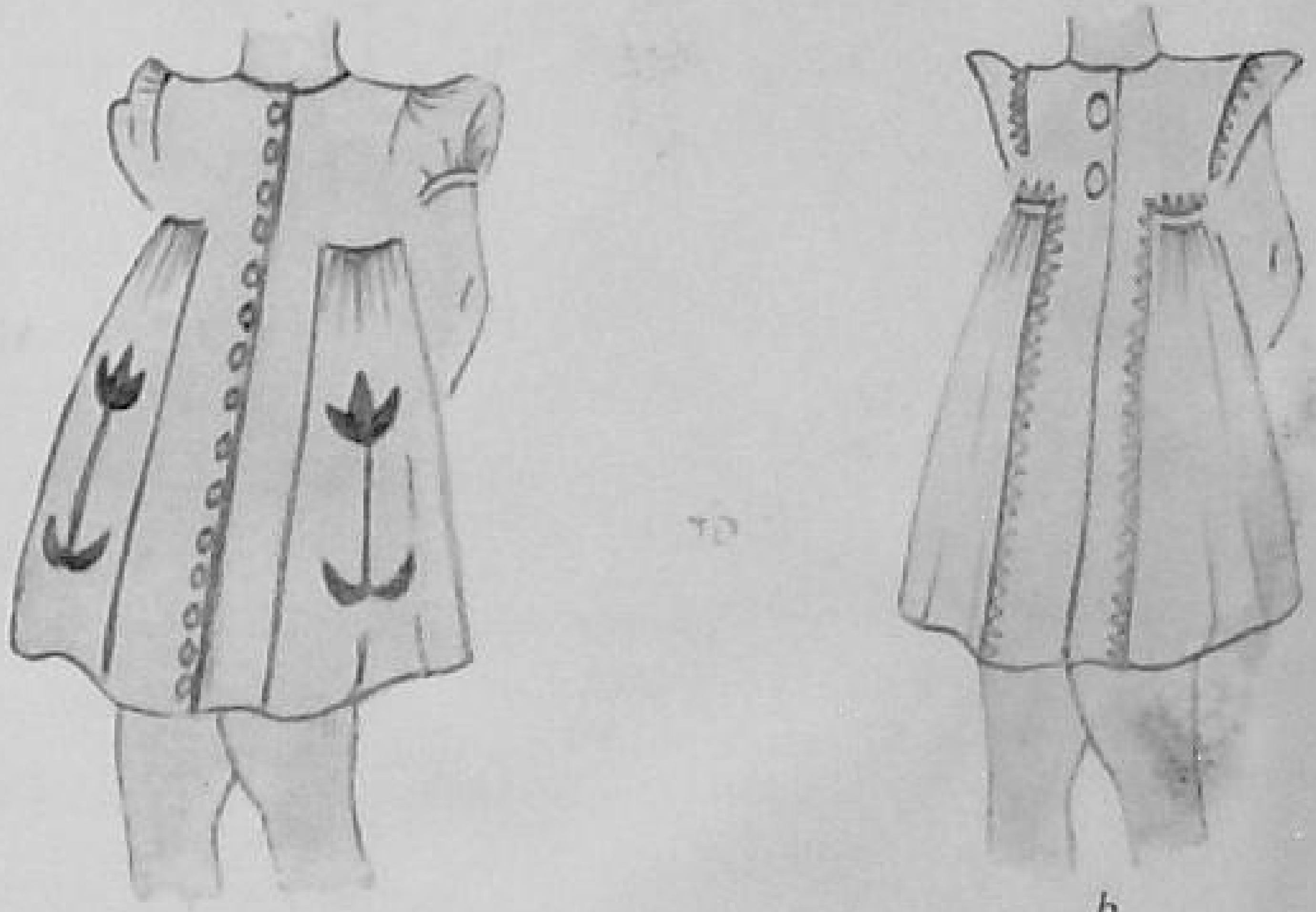
THE effect of smartness in children's clothing cannot be achieved unless their clothes are well made. To be well made means to be well finished and appropriately trimmed (if trimming or decoration is used).

Trimmings

Trimmings may be either decorative or constructive. An example of a decorative trimming is a monogram applied to the pocket of a dress to give it balance and emphasis. Constructive trimmings and finishes are those which follow or emphasize construction lines of a garment. They may be inserted as it is made (Fig. 1*b*) or added to the construction lines after it is finished (Figs. 2 and 3). Trimmings should follow and relate to the construction lines of a garment (Figs. 2 and 3).

A decorative or applied trimming is in poor taste when it appears to be added and has no functional importance (Fig. 1*a*). Children between the ages of two and six enjoy ducks, rabbits, flowers, or fruits appliquéd or embroidered on their clothing. This type of decoration should be conventionalized and made to conform to the given area. Even though they are conventionalized, some designs are poor and should not be used, for they are likely to impress a sensitive child and may lay the wrong foundation for the appreciation of good design later in life.

A trimming or decoration on a child's dress which also adds to the strength and durability is a good one to employ. Trimming should add distinction and interest to clothes and perhaps introduce an interesting color scheme or give a note of emphasis. It should be flat and easy to launder and should in no way interfere with the usefulness of the garment or make it uncomfortable for the wearer.



a *b*

FIGURE 1. *Decorative stitches are best when they are kept simple and when they are applied to construction lines of a garment.* b *illustrates well-applied, simple embroidery;* a *shows poor choice and location of decorative design.*

Unless the trimming adds to the effectiveness and design of the dress, do not use it. For too long, trimmings and decorations have been added to children's clothing just because they are children's clothing and people thought they should be fussy. Those who know good design point out that "no trimming is better than too much." A well-designed dress usually has one idea developed, for too many ideas lead only to confusion.

Some desirable finishes are:

A. *Bias strips* (either commercial or homemade)
   1. Used as a *binding* and put on as an edge finish. Both necklines and sleeve edges can be finished with bindings.

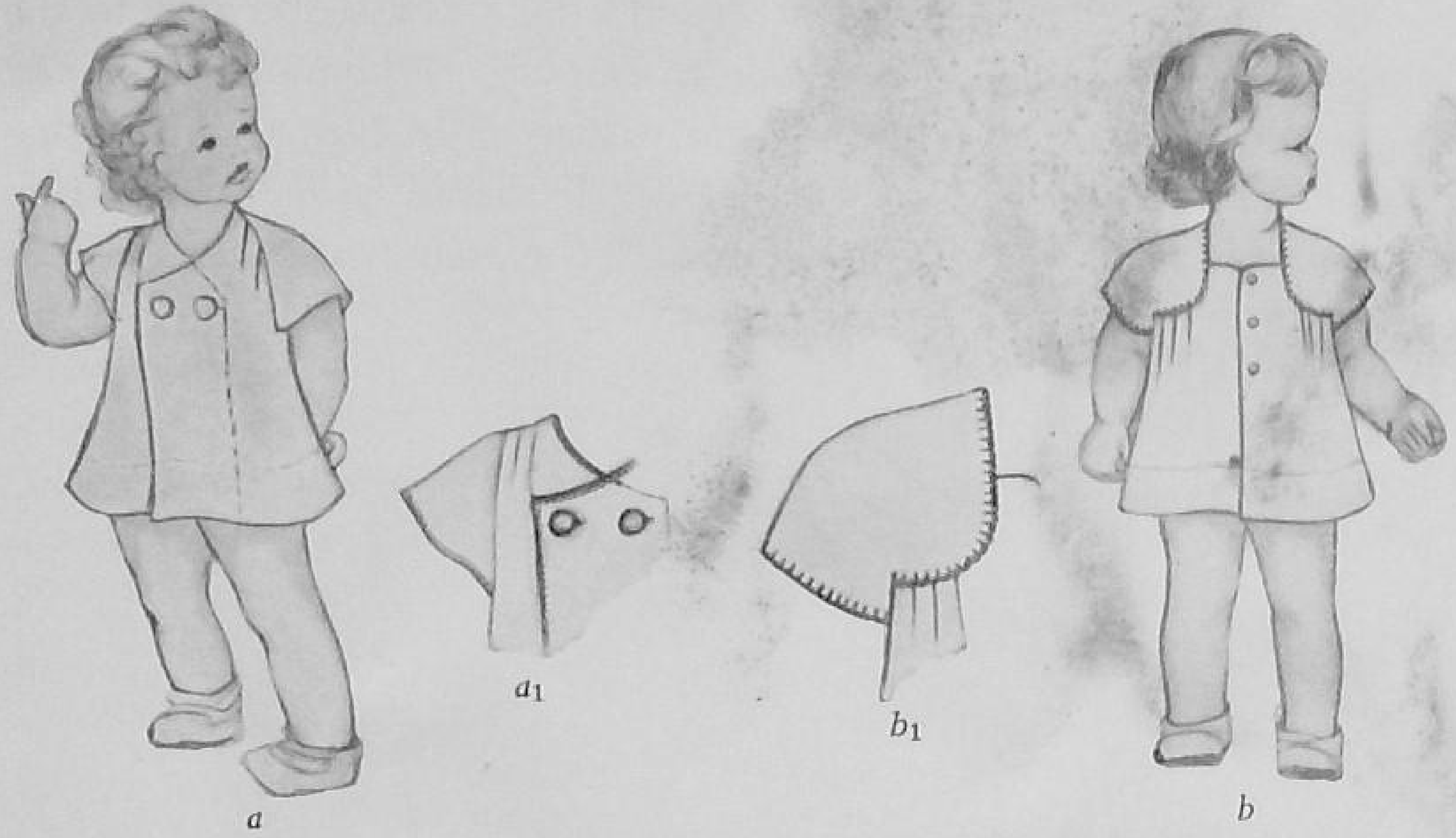


FIGURE 2. *Self-help dresses, showing interesting variation in designs and trimming. Keep decorative stitches flat and short. Trimmings are best when they follow the construction lines of the dress.*

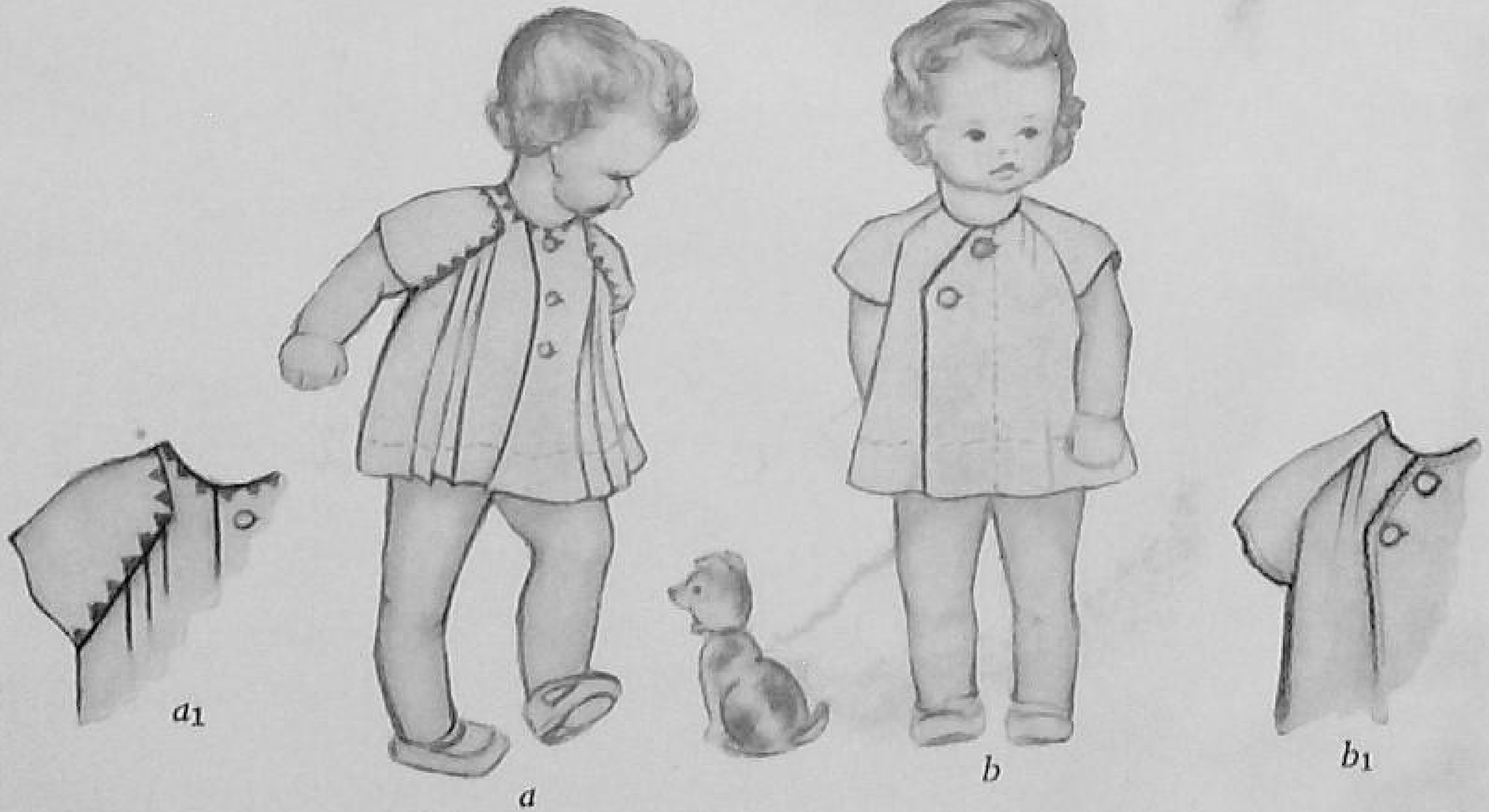


FIGURE 3. *For self-help dresses, keep the fasteners as few as possible and large enough to be easily grasped by small hands. Small conventionalized trimming is best for these small dresses.*

2. Used flat as a *piping* with two rows of stitching. This can be used to emphasize as well as strengthen construction seams, such as at waistlines.
3. Used as a *facing* and turned to the right side for trimming. This is sometimes used instead of collars, especially when it is cut about one and one half to two inches wide or shaped as a collar. Mock collars, such as this, facilitate the ironing of small garments.

B. *Rickrack*, as shown in Fig. 1, Chap. 10, is an effective edge finish. Here the rickrack is sewed into the seam when the narrow bias facing is applied and then finished with two rows of machine stitches which hold the rickrack and bias in place. If rickrack is placed on top of garment as a trim, it will be easier to iron if it is held flat with a row of machine stitching along each side.

C. Rows of *machine stitching*, straight and evenly spaced and placed at construction lines, add to the strength of the garment and also give a trimming. Such trimming down the front and around the neck and sleeves of a dress or suit, such as in Fig. 2*a*, gives a neat effect. Lines of stitching of several colors on a white garment are effective. A number 5 crochet thread of an interesting color can be put on the bobbin, the machine stitch lengthened, and rows of effective trimming can be applied. The wrong side of the garments must be up while stitching.

D. *Buttonholes* which are made of contrasting material are decorative and also utilitarian. Buttons which are not too difficult to button and unbutton and are pleasing in color and texture are also a trimming. Interesting placement of buttons also adds to the attractiveness of a garment (Figs. 2*a* and 3*b*).

Buttons, however, should have smooth edges, be round, preferably, and of a good size for the child to handle, especially when he is being trained to dress himself. Buttons should serve a purpose when used and should not just be sewed on. Avoid shaped buttons that are hard to get through the buttonholes, for they will retard the progress of your child in self-help training.

E. *Tucks*, as in Fig. 16, Chap. 5, form a yoke and give fullness where needed. They also add interest to the design.

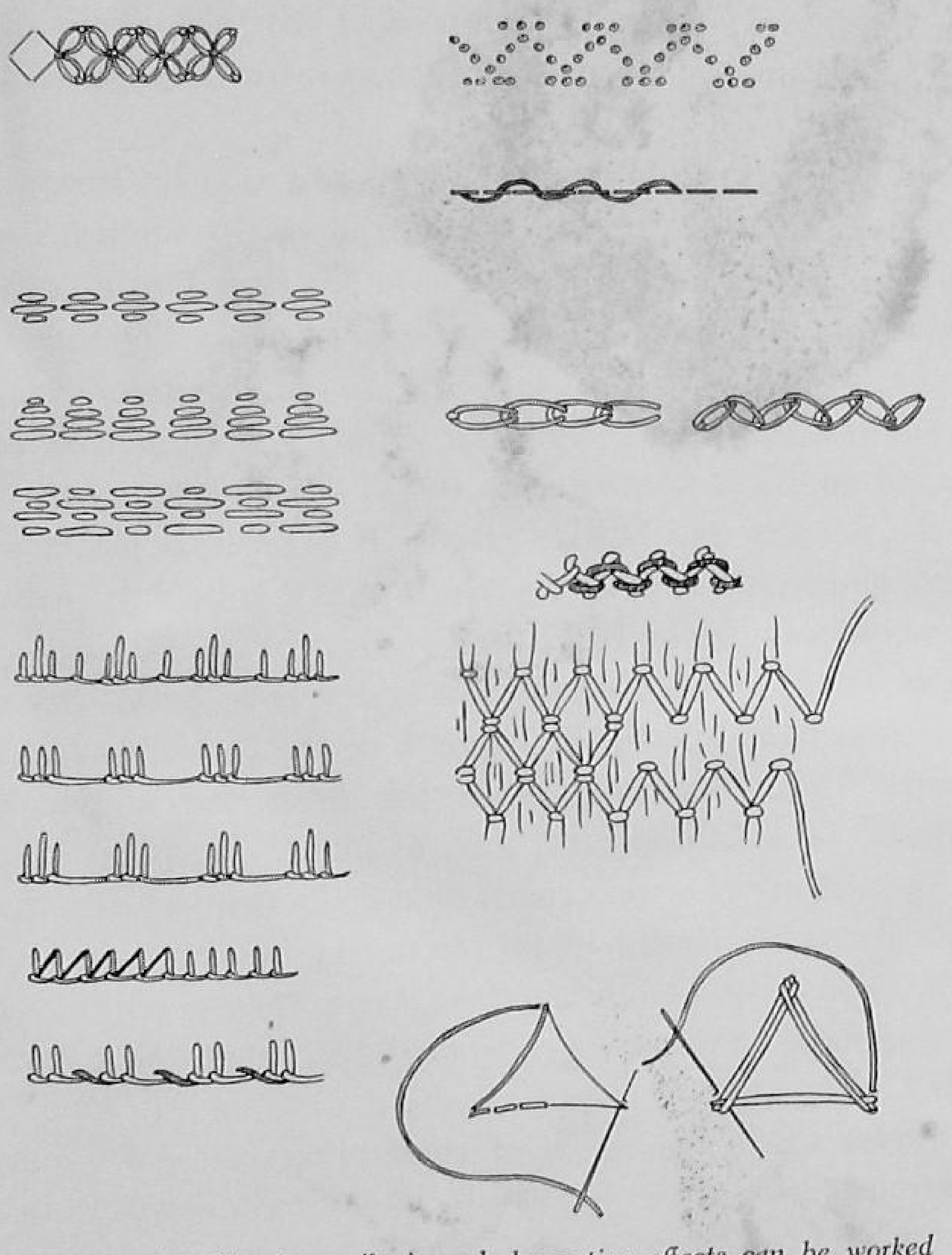


FIGURE 4. *Simple, easily ironed decorative effects can be worked out with colored embroidery. When stitches, such as illustrated above, are placed along seams or garment edges they will also strengthen those lines.*

F. *Fagoting* and hemstitching are attractive but tend to weaken rather than strengthen the points of application.

G. Commercial *braids* are effective and quickly applied (Fig. 3*b*).

Decorative stitches which may or may not strengthen the construction of the garment are illustrated in Figs. 4 and 5. The application of

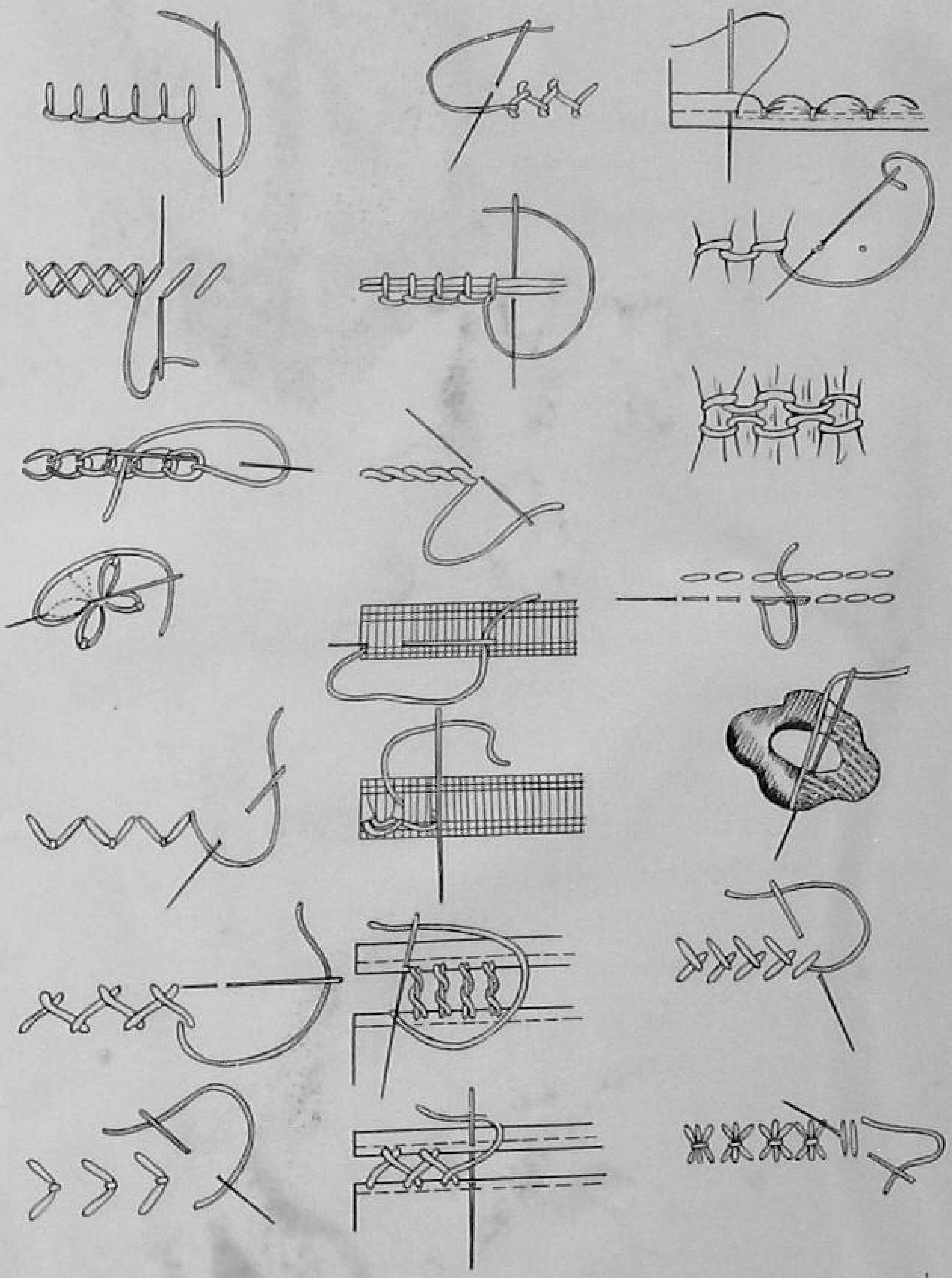


FIGURE 5. *These illustrations show how simple decorative stitches are made. There are many combinations and varied uses of these stitches.*

some of these stitches to dresses is shown in Figs. 2 and 3. Other variations of these common stitches can be worked out by using initiative and imagination. Variation in colors lends interest, sometimes changing the entire effect of the original stitch.

Seam Finishes

Since children's garments are chiefly wash garments, the workmanship needs to be of the sturdiest quality.

All children's clothing and especially those used for play and sleeping should be made to withstand frequent laundering, the strain of hard wear, and the jerks of the inexperienced hand of the child putting them on and taking them off. Seams should be finished so that they are narrow, flat, smooth, strong, and pliable. Garments should be finished so that they are comfortable and not irritating. Seams in such materials as organdy and dotted swiss could prove very irritating if the raw edges were allowed to rub against the skin. The way seams are finished depends then on the material used, the kind of garment, and the use to which it will be put. Clothing worn for play needs to have a sturdier finish than clothing for dress-up occasions, for it will be worn and laundered more often.

The seams that are most appropriate for children's clothing are the French and the flat-fell. The French (seam within a seam) seam is best used on thin materials and the flat-fell (two rows of stitching showing on the right side) on the clothes receiving harder wear. Plain seams are suitable for firm materials that do not ravel easily.

For best results, use thread that blends with the fabric in size as well as color. Contrasting thread is sometimes used as a means of trimming on solid colors.

For more strength to withstand wear and tear, use small stitches, and reinforce the points of strain, such as at the end of plackets and pockets and the crotch and underarm seams.

Topcoats, snowsuits, and boys' suits especially should be well tailored.

The group of pictures in Fig. 6 illustrates how the style of a commercial pattern can be changed and used several times. The original pattern was a typical one with puffed sleeves and a full skirt. It buttoned down the front with many buttons and had a sash which tied in the back.

In order to make this pattern more desirable, the simplest change is in the number of buttons. These should be larger and few in number.

The next change that can be made is to convert the fullness of the skirt into small short tucks at the waistline and the fullness at the bottom of the sleeve into short tucks instead of gathering it into a tight band (Fig. 6*e*).

The puffed sleeve can be changed into a simple straight sleeve by folding out the excess fullness and recutting, as shown in Fig. 6*m*. The original puffed sleeve is shown in Fig. 6*l*.

Figure 6*a* illustrates a change made by adding a scalloped cap sleeve, by making three big scallops around the buttons down the front, and by removing the collar. An edge finish of two or three rows of machine stitching makes a strong attractive trim.

Figure 6*b* requires more changes in the pattern than do any of the other styles. The sleeves are an extension of the shoulder seam as shown in Fig. 6*f*. In this case, the sleeves are part of the dress, and armseye seams are unnecessary. Since the dress is open all the way down the front, an extension of approximately three inches must be added to the center front of the skirt, as shown in Fig. 6*h*.

Figure 6c also shows a simple change from the original pattern. The changes made were three in number. The puffed-sleeve pattern was cut off as shown by the dotted line in Fig. 6*l*. The sleeves can be made as short as desired, of course. The next change was to cut the neckline down into a low square and reduce the number of buttons. The frill down the front is a ruffle sewed to a wide extension. The extension has buttonholes in it corresponding to buttonholes in the dress, thereby permitting the ruffle to be buttoned in for special occasions or left off as desired.

Figure 6*d* shows the dress cut down for a jumper. Figure 6g illustrates the ease with which this can be done. The dotted lines show the new neck and armhole openings.

If a pattern is particularly desirable but has been outgrown, it can be enlarged in length and girth in the following way: To increase the skirt length, cut the pattern below notches on pattern and perpendicular to the grainline or fold line of the pattern. Spread the pattern the same width as the amount it is to be lengthened. If the waist is to be lengthened, start cutting it approximately one inch down from the underarm

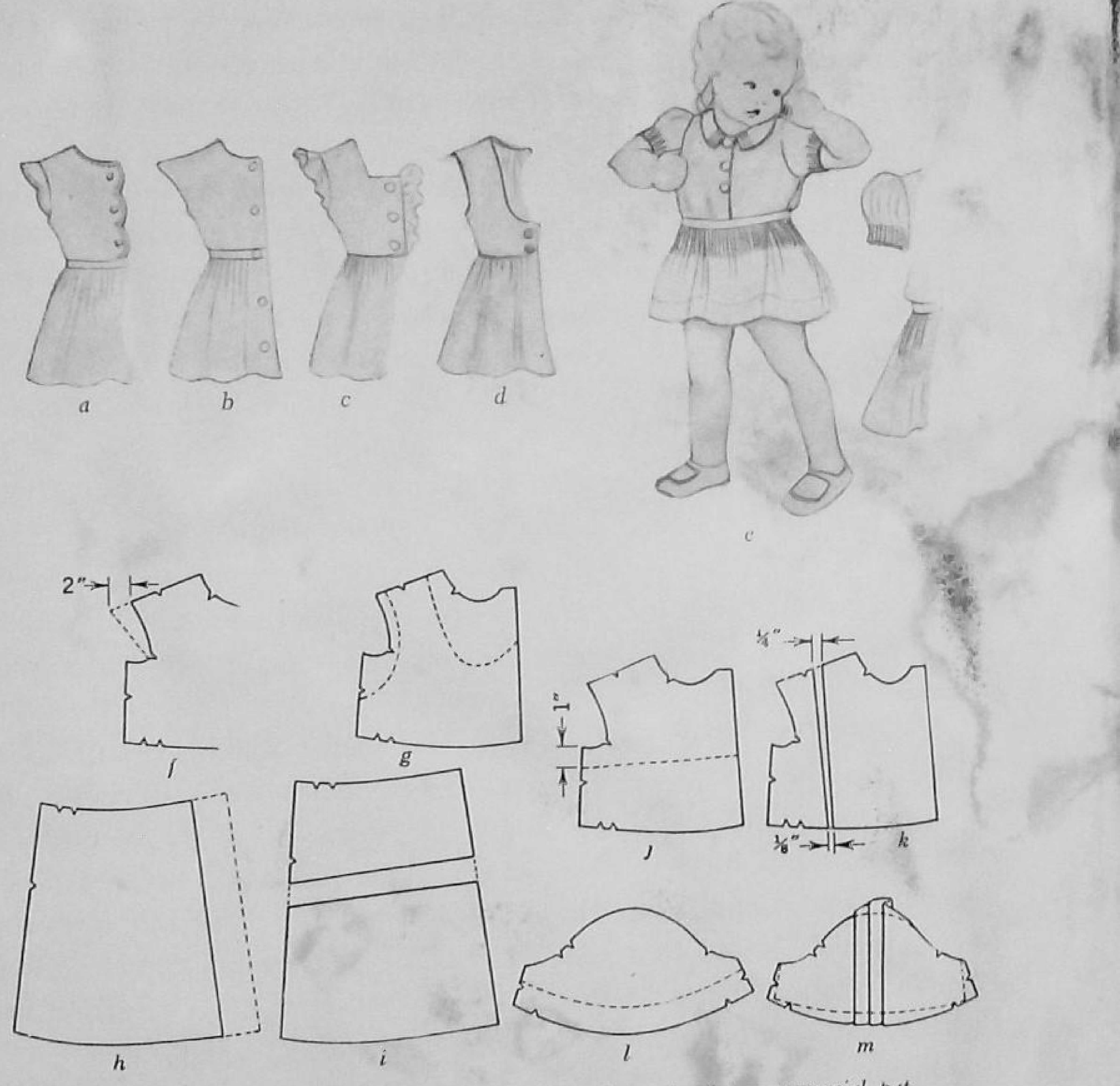


Figure 6. *The above illustrations show how the style of a commercial pattern, that fits properly, can be changed so that each dress made from it is entirely different. Detailed explanation is found in the text.*

seam and extend the cut across the blouse perpendicular to the grainline or to the fold line (Fig. 6*j*).

To increase a skirt pattern in girth, cut it parallel to the grainline, and spread the pattern the desired amount. If the pattern is a four-gored skirt, spread the pattern a fourth of the total amount to be added. When

adding girth to the blouse, cut the pattern from the shoulder line, parallel to the grainline. It may be desirable to add more to the shoulder line than to the waistline, and, if this is the case, spread the opening more at the shoulder (Fig. 6*f*). This may also be reversed with more being added to the bottom than the shoulder, or the spread may be equal all the way down. Keep in mind that each half section of pattern represents a fourth of the whole blouse, so add only a fourth of the total amount to each section.

Care and Storage

Chapter 10

IN order to get a suitable amount of service from clothing, it must be given proper care. This is especially true of children's clothing since it is given such hard treatment in the wearing process. The care of clothing should include laundering, preceded by mending and removal of stains, daily care and storage, and seasonal storage.

Laundering

Some suggestions to make laundering of children's clothing easier and the results more certain are:

1. Be sure that all items are removed from pockets.

2. Close slide fasteners, snaps, and buttons before putting the garment into the water.

3. Rips and tears, as well as worn spots, should be mended before the garment is laundered. A worn area is easier to mend than a hole or a rip and a small tear easier than a long one. Elbows and knees can be patched with attractively shaped patches which add to the design rather than detract from it (Fig. 15, Chap. 5).

4. Whenever possible, stains should be removed before they dry so that they will not become set. Stains which have stood several days, or even several hours, are much harder to remove than those which are newly acquired. If too much work has to be done in order to remove the stains, the fabric is weakened at that spot. Make sure stains are removed before putting articles of clothing into hot soapy water, for some stains become set when they come in contact with soap or hot water.

5. Garments should not be allowed to become too soiled, for it is harder on a garment to have to scrub or rub the dirt out than it is to wash it gently several times. If it has become very dirty, however, two sudsings are better than one long soaking. After clothing has become soiled, do not leave it too long before removing the dirt. Perspiration tends to weaken all fabrics, and dirt has a tendency to become embedded in the fibers when allowed to stay in contact with them too long. Separate the colored from the white clothes and the very dirty from those less soiled. Start washing the cleanest white clothes first.

6. Know the fiber content and follow any special instructions for care which may accompany new fabrics. Many items of clothing do not give satisfactory wear, principally because they are not given proper treatment during laundering or dry cleaning processes.

7. Always press garments with the grain of the material, being careful not to pull or stretch them out of shape.

8. To avoid the necessity of ironing seersucker and crepe garments, hang them on the line from the waist band, keeping the skirt and the blouse in a straight line to prevent wrinkles. Straighten the garment out as much as possible. If you wish to press a garment around the neck and sleeves, be sure the material is absolutely dry, unless it is woven seersucker. Crinkles in any other type can be easily pressed out if the material is a little damp.

9. A water-repellent finish applied to children's outer garments after they have been washed and rinsed will lengthen the time they will remain clean and fresh. Follow the directions for applying such a finish so that you will not have any difficulty in ironing the garments.

Stain Removal

Before trying a stain remover on a material, apply some to an underneath seam or to a scrap of the same material from which the dress is made. Different types of materials are affected differently with the various chemicals.

Chewing Gum

Sponge alternately with carbon tetrachloride and water. To remove from cotton, soften with egg white, and wash or use carbon tetrachloride.

Cocoa

Wash with soap and water when permissible. Otherwise, use a mild bleach.

Fruit Juice Stains

These are best removed immediately with hot water applied with some force. Stretch the stain over a bowl, and pour hot water from a teakettle held at some height.

Grass Stain

Wash with hot water and soap. If this does not completely remove the stain, apply a bleach. Bleaches, however, are likely to remove the color as well as the stain from colored material.

Grease

If the grease stain is on a coat or some other article which is not washable, apply an absorbent, such as chalk, cornstarch, or colorless body powder. Let the absorbent stay on the spot until the grease is absorbed, then brush it off.

If the spot is on a washable material, remove it by washing in soap and water. If the spot is made from axle grease, soften it with lard, and then wash it out.

Mildew and Scorch

If either is too severe, the fiber itself has been damaged, and the stain cannot be removed. If it is on white cotton or linen, use a chlorine bleach; if on wool or silk, use hydrogen peroxide with diluted ammonia.

Milk, Egg, and Blood

Soak the stain first in cold water, then wash in lukewarm water and soap. If these stains are on cotton or linen and the stain remains after this treatment, use a mild bleach.

Rust

The most common household method for removal of rust is lemon juice, salt, and sunshine. Leaving acid in contact with the fiber too long weakens the fibers; it is best to repeat the applications often until the rust is removed. Rinse between applications. Other mild acids, such as oxalic, may be used.

Care of Fabrics

CARE OF COTTON

Cotton is less affected by alkalies, bleaches, and heat than any other fiber, which means that it can be washed with hotter water (even boiled to sterilize) and stronger soap without damage to the fibers than can wool or rayon. However, it is best to always avoid strong bleaches. Since cotton is stronger when wet than when dry, it does not matter too much whether spots are rubbed to remove the excess soil or not. Cotton may also be wrung out and, if white, may be hung in the sun. In fact, it is desirable to hang white cotton articles in the sun in order to help keep them white. Dyed cottons, like dyed fabrics in general, need intelligent laundering. Do not wash them along with white clothes. Use only lukewarm water and a mild soap. Hang cottons out of doors when possible, for the fresh air gives the clothes a fresh clean smell. Colored clothes should always be hung in the shade to preserve their color.

For the first two rinses, use the same temperature water that the clothes were washed in, then decrease the temperature for the third rinse.

Very sheer cottons, such as organdy and batiste, should be washed by hand in order to get the greatest wear satisfaction from them.

Corduroy of a good quality may be washed either in the machine or by hand, but a better appearance is maintained when it is laundered by hand. Wash by squeezing the suds through the cloth, then rinse carefully in several rinses. Do not wring, but roll the wet garment in a towel or old clean cloth and press out the excess moisture. Wringing only puts wrinkles into the garment and mats down the pile. Remove the garment from the towel, and shake it vigorously to cause the nap to fluff up. Hang the garment on a hanger, pull it into shape, and then hang it in the air to dry. If you desire to press it, do so on the wrong side while slightly damp. Matting can be prevented by placing the nap down next to a turkish towel which has been spread over the ironing board. The nap may need to be brushed several times during the drying process. If this is true, brush it against the nap. Pressing pinwale corduroy is optional.

To keep cotton outer garments looking fresh a longer time, a small amount of starch can be added after the last rinse. Some water-repellent finishes which can be applied at home will also give a good hand and will keep clothes looking fresh. The garments must remain soft, however, to avoid irritation of the skin. Never starch under garments. Some cottons are treated with a permanent sizing; therefore, look for this on the labels which should accompany the garment. When a fabric is treated with a permanent sizing, no starch is necessary.

Unless a shiny finish is desired, cottons and linens should be ironed on the wrong side.

CARE OF LINEN

Linen may be laundered about the same way as cotton. It is not quite so strong when wet and requires a little more care. A slightly hotter iron may be used when ironing it.

CARE OF WOOL

For most wool clothing, dry cleaning is better than washing. However, many knit fabrics, flannels, and challis, as well as blankets, may be washed if care is exercised. Such fibers as wool, rayon, and some of the new synthetics require special care when being laundered. For example, the wool fiber is so constructed physically that it is easily felted or shrunk when water is too hot or soap is too strong. At the present time there is a finish being introduced which will make wool cloth shrinkproof. This will be a happy solution for those who just cannot seem to launder a sweater or any other wool garment without having it shrink beyond further use.

When washing woolens, whether knitted or woven, the following precautions will eliminate undue felting and shrinking.

1. Never soak wool items nor wash them in a machine.

2. The water used in washing wool should be as cool as is consistent with cleanliness (tepid or lukewarm). The rinse waters should be the same temperature as the wash water.

3. Rich suds of a mild soap should be made before the article is dipped into the water. Bar soap should never be rubbed directly onto the garment.

4. Never rub or twist wool fabric for the friction also tends to felt the material. Gently cup the garment between the hands to squeeze the suds through the fabric. If the article is unusually soiled, use several different sudsy waters instead of rubbing. Never let the article remain in the sudsy water for a long period of time for soaking because this permits the fibers to soften and then allows the dirt particles to enter and lodge among the fibers permanently.

5. Rinse until the last rinse water shows no signs of soap.

6. Remove the excess water from the article by folding it in a turkish towel and pressing gently between the hands.

7. Never dry wool garments or blankets in the sun or over direct heat, such as a radiator or register, for heat also tends to harden the fiber.

8. Do not try to bleach wool by using chlorine bleaches or strong soaps. If a bleach is necessary, hydrogen peroxide is less harmful to the fiber.

9. Many people find that soapless cleansers on the market are very good for washing wool to keep them from felting and becoming harsh. There are differences of opinion on this subject, however, so that it is better for each individual to try these cleansers to see if they fill the individual needs.

10. Permit wool to become dry before attempting to press it. Press with the wrong side up, and, if using an ordinary iron, place a wool pressing cloth next to the garment, cover with a cotton cloth, and dampen the cotton lightly before pressing. Stop pressing while the steam is still rising or the wool will shrink and look hard and lifeless. If a steam iron is used, no pressing cloth is needed between the wool and the iron, provided that the pressing is done on the wrong side. Wool yard goods that are not labeled preshrunk may be shrunk before cutting out the garment and by pressing according to the directions given above for pressing wool.

CARE OF RAYON

Rayon yarn is weaker when wet than when dry. Therefore,

1. Do not let rayon garments soak; two quick sudsings are better than one long soaking.

2. Do not rub the fabric between the hands, but squeeze the suds through the soiled spots.

3. Do not wring or twist, but squeeze out the excess water, and then press out more water by rolling the garment in a towel.

4. Do not hang heavy garments from one end with clothespins, but lay them over the line, or put them on a coat hanger. Permit them to dry as quickly as possible without using artificial means.

The rules for washing wool may also be applied to washing rayons.

Since there are two general types of rayon, one of which tends to melt or fuse at a high temperature, it is safer to start ironing or pressing with a cool iron and gradually permit it to become warmer until a satisfactory

heat is reached. If the iron starts sticking to the cloth, turn off the heat and permit the iron to cool before proceeding with the ironing. A pressing cloth between the rayon and the iron will also prevent this melting process. Press rayon on the wrong side unless you desire a shiny surface. If your iron has temperature dial markings, set it at 300–350° F. for acetate rayon and nylon and 350–400° F. for viscose and other kinds of rayon. Lightweight cotton would take the next highest, then wool, and last heavy cottons and linen.

Some rayons, such as crepes, matelassé, and some jerseys, should not be laundered. These, however, should be labeled for dry cleaning.

If there is need for a little sizing or stiffening, restore the body of the fabric by using gelatine rather than starch. To do this, make a plain (unflavored) gelatine by first soaking in a little cold water and then dissolving it in hot water. Experiment to discover the correct proportions needed for the individual garment. For most small rayon dresses, one half to one teaspoonful of gelatine seems to be a good proportion. Soak the gelatine in a tablespoon of cold water for five minutes, then dissolve in a cup of hot water. This can be diluted if a softer garment is desired. After applying the gelatine, let the article dry completely, then roll it in a damp towel or cloth for a short time before pressing.

CARE OF OTHER SYNTHETICS AND BLENDS OR MIXED FIBERS

As new fabrics come on the market and are purchased, request directions for care. These should accompany each article sold.

CARE OF KNITTED GARMENTS

Before a knitted garment is washed, lay it flat on an old sheet or clean white paper, and carefully mark around the outline to preserve the original shape of the garment.

Make rich suds by dissolving mild neutral soap or soap substitute in lukewarm water. Knitted garments should always be washed by hand. Squeeze the soapsuds through the garment by cupping the hands. Do

not rub or twist, for friction will mat or felt the wool material and may tend to slip the yarns in some rayons.

Rinse in at least three fresh rinses or until there is no evidence of soap in the water. These rinses should be the same temperature as the sudsy water.

When all the soap is removed, squeeze and press out as much water as possible, and then roll gently in a towel to remove more of the water, being careful at all times not to stretch the garment. Remove the garment and lay it over the outline prepared first and stretch into place. An occasional pin helps to keep the garment in shape as it dries.

Drying forms or frames have proved to be a time saver when knitted garments are washed often. Adjustable frames for sweaters and socks may be purchased at almost all large department stores. These frames, which are made of wire, wood, or heavy cardboard, not only shape the garment but permit it to be hung up where air can circulate, thereby allowing it to dry more rapidly. Knitted garments should never be held on a clothesline with clothespins, for they tend to pull the garment out of shape as well as to weaken and sometimes break threads.

The main thing to remember in laundering knitwear is that it is easily stretched out of shape; therefore, handle it carefully.

PRESSING HINTS

1. Press all rayons, woolens, linens, nubby cottons, embroidery, and lace on the wrong side.
2. It is best to use a slightly damp pressing cloth when pressing wool or rayon garments. Do not let the iron become too hot, and keep it in motion over the surface of the material.
3. Always press with the grain of the material, and avoid pulling and stretching the fabric in front of the iron. This will help keep facings in shape and hemlines straight.
4. Use a sleeveboard to press a sleeve without making a lengthwise crease. If a sleeveboard is not available, roll up a newspaper or magazine, and cover it with a cloth or towel. A sleeveboard, however, is also found convenient in pressing other parts of children's clothing than the sleeves.

5. When ironing gathers, work the point of the iron into the fullness. Do not iron gathers flat. When ironing a gathered sleeve when there is no sleeveboard, fold the sleeve about three inches below the shoulder, or, when possible, fold it so that the cuff coincides with the armhole. Iron into the fullness, first on the cuff side then on the shoulder side.

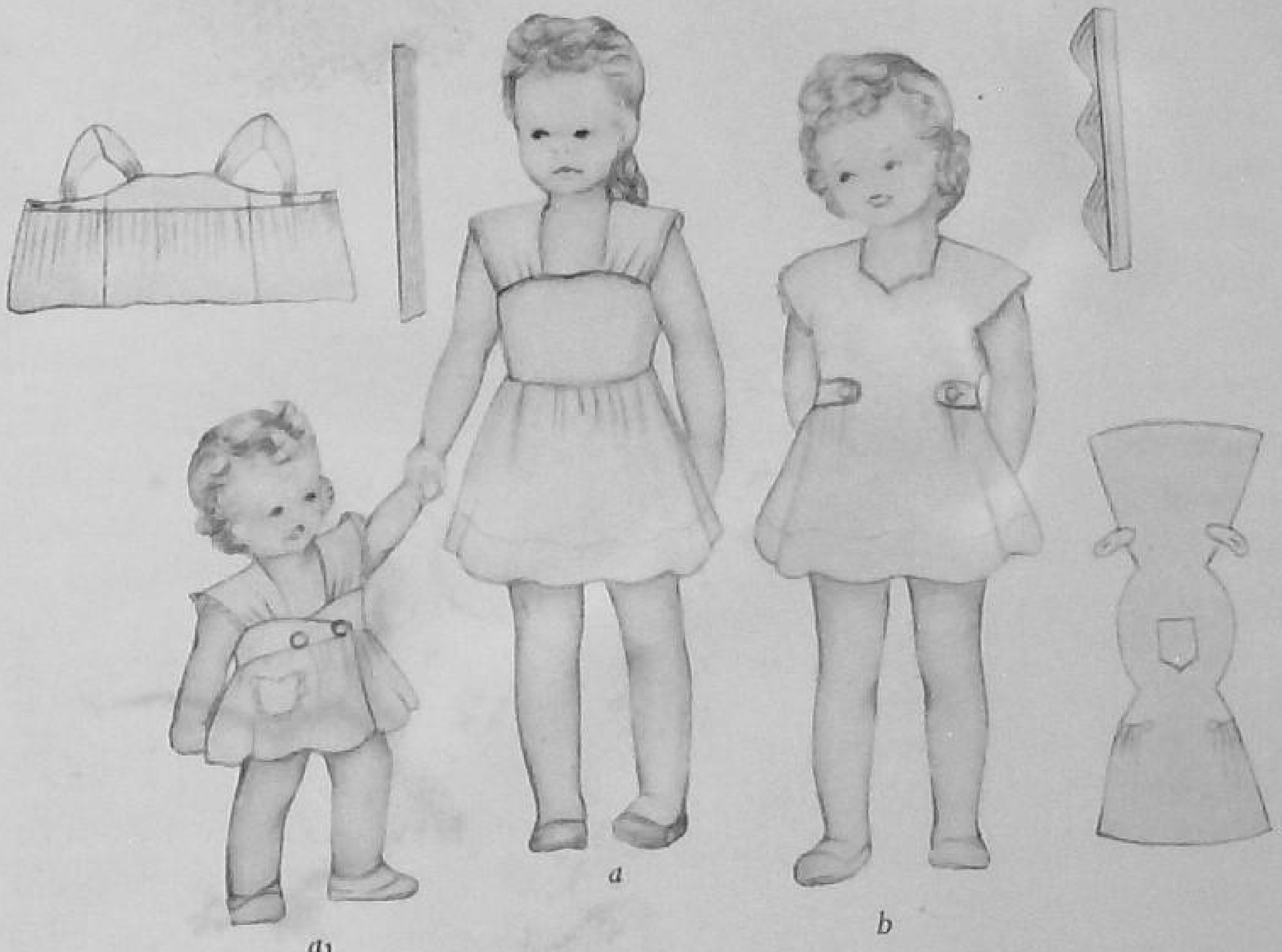


FIGURE 1. *Two styles of dresses which can be opened and ironed flat.* a *is self-help for the early ages if buttoned in front, and the style may be reversed when the girl is old enough to manipulate back openings.* b *is buttoned on each side front.*

6. Start pressing the smaller parts of the garment, such as the cuffs and collar, then proceed to the blouse and last the skirt or trousers.

Many play clothes and garments for general wear can be designed so that they may be pressed easily by running them through a mangle. Figure 1 shows dresses which can be opened out for pressing. The bonnet shown in Fig. 2 is also very easy to iron.

The busy mother who does her own laundry will find it well worth her time to look for play togs so designed that she can iron them quickly with little bother. Even more desirable are those made from fabrics which need no pressing.

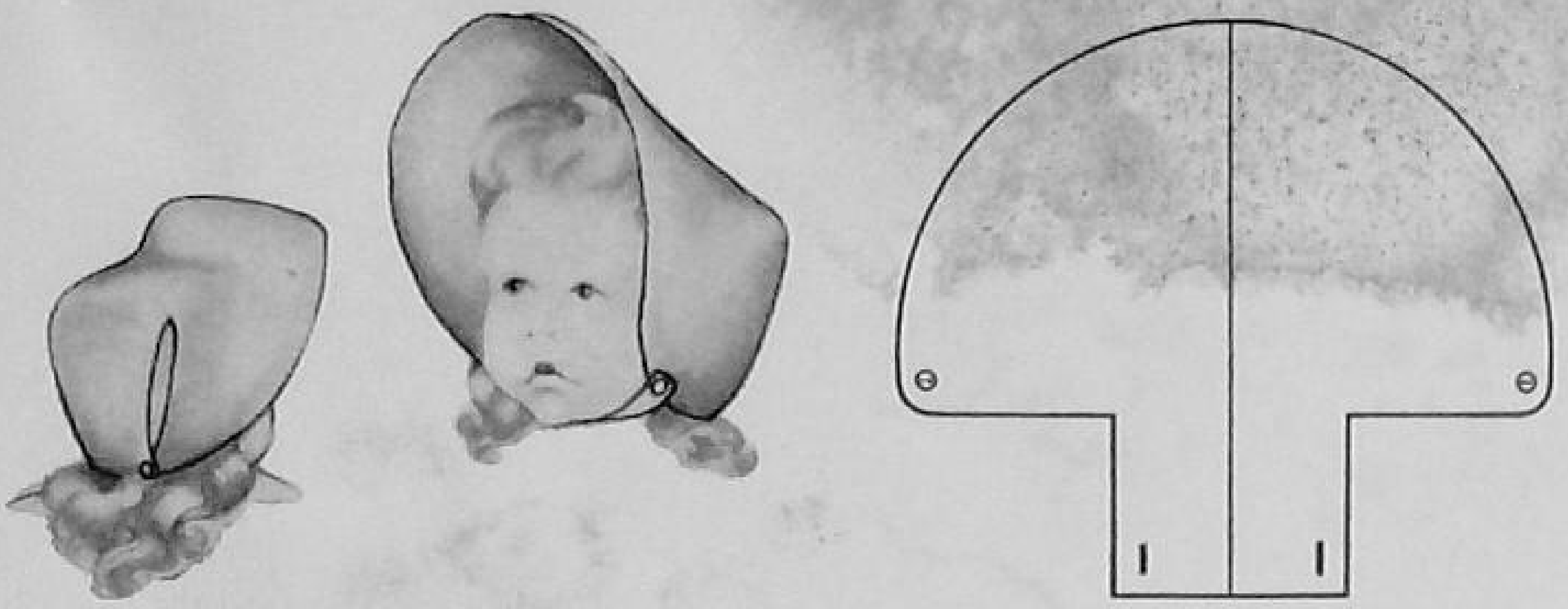


FIGURE 2. *Bonnet made of wash material with no seams. It can be unbuttoned and washed and ironed flat with little trouble.*

Daily Care

Keeping children's clothes in good shape depends upon the way in which they are hung in the closet.

Dresses should be put on hangers of the right size for the child's garments. They should be wide enough to reach from one sleeve seam to another. Shoulder seams should be adjusted to the hanger and the neckline fastened in place.

Skirts should be put on hangers that clasp the waistband. If these are not available, safety pins should be used to hang skirts to the cross bar of regular hangers.

Slacks, jodhpurs, or ski pants should be hung over the crossbar of a hanger which has first been padded with tissue paper or cardboard.

Knitwear should never be put on a hanger. Sweaters and other knitted garments should be folded in tissue and laid in a box or drawer.

Raincoats should be kept free of oil and grease. Wet raincoats should not be left folded or hung over a hot radiator or stove to dry. They should be placed on a hanger in a current of air or near a window. When thoroughly dried, they may be placed in the closet.

Shoes, see page 225.

Suede coats should be brushed with a clothes brush. Soiled spots, such as the collar line and elbows, should be rubbed with a dry sponge. Not all dry cleaners are equipped to clean suede coats; only a specialist should be employed to do it.

Seasonal Care

Before storing children's garments for a season, *make sure they are perfectly clean.* One of the worst enemies of any fabric is dirt. Dirt not only helps wear out garments, but if it is the form of a spot of food or drink, it will attract moths and other fabric-eating pests. Send those clothes that cannot be washed to a reliable dry cleaner.

After the clothes have been thoroughly cleaned, store them in a clean, dark, airtight place. Sunlight weakens wool fabric and fades color while dampness invites mildew. Do not store them in a place that is used regularly. If cleaned clothing is hung along with other clothing which is being worn occasionally, the safeguard against moths is greatly lessened. It is best to seal cleaned garments in an airtight clean closet or chest where moths cannot reach them, or to wrap them in sealed packages. As an added precaution, use paradichlorobenzene or naphthalene in the closet or chest before sealing. A tissue paper can be spread between the crystals and the garments. Some storage plants claim that the only real insurance against cloth-eating pests is the use of death-dealing gas. This, however, is dangerous and should not be attempted by the inexperienced homemaker.

Mothproofing finishes are now available for your wool items. It is advisable for a guarantee to accompany these finishes so that the consumer will know how long he is protected. Some of the finishes lose their effectiveness after dry cleaning and others after the passage of several months' time.

Wash all items that are washable and store unironed, without starch or bluing. Starch left in contact with cotton fiber over a long period of time tends to weaken the fiber as well as to attract pests which like to

feast on starch, glue, and other such "food." A good way to keep them free from dirt is to wrap the articles of clothing and seal the ends with tape. It is seldom necessary to store children's cotton garments since they wear cottons all year round.

Storage

For proper care of clothing as well as for proper training of the child, there should be a place for everything, and everything should be in its place. In other words, the child should have a place for his toys, clothing, and wraps and should be trained to keep them there. Even though the child may have a playroom, he should still have a group of shelves or a chest where his toys should be put after he is through playing with them so that they will not be on the floor to cause accidents. This will also get the child started forming habits of orderliness. The shelves should be low and easily accessible so that the job of getting the toys and putting them away will be easy and not a hardship.

There should be a place for his clothes in the room which the child occupies. The ideal provision is for the child to have a room of his own which can be adapted to his needs as he grows older. The closet can be arranged somewhat as Fig. 3 or 4 indicates, with low rods, small hangers, and adequate shelves. If hooks, rods, and shelves are adjustable, they can be changed in height each year. Shelves can be made adjustable by the use of pegs or strips of wood on the wall on which the shelves rest. Some of the rods can be left low for shirts, blouses, or other short items of apparel for the child as he gets older (Fig. 5).

FIGURE 3. *The simple junior clothes rod illustrated here is another suggestion for adapting a closet to children's needs.* CHILDREN UTILITIES.

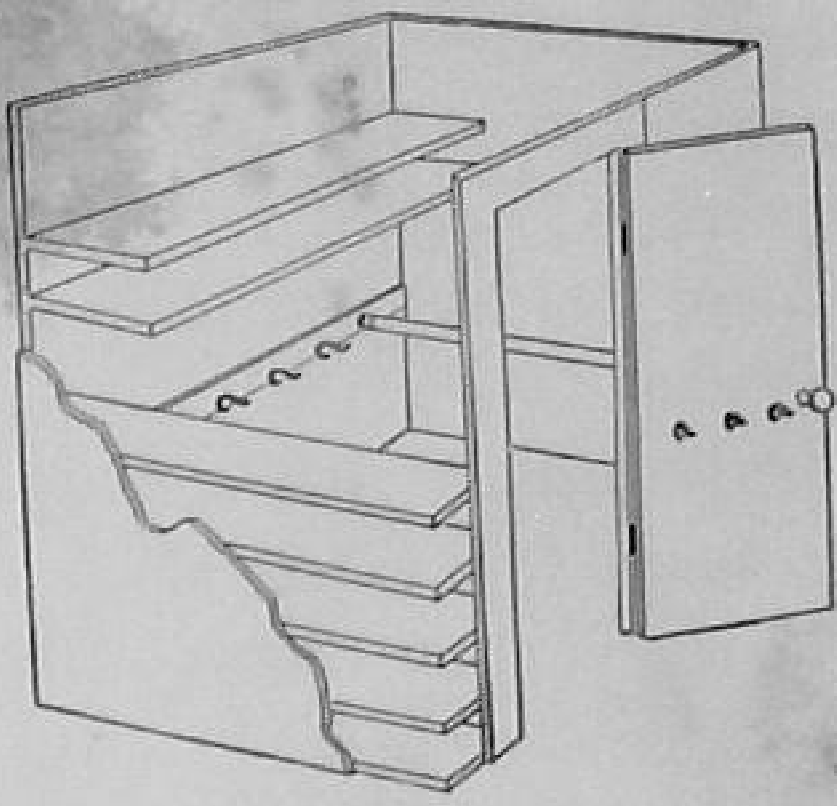


FIGURE 4. *A closet arrangement for a child about three to five years old. The rod for little hangers has been placed thirty inches from the floor. This makes it convenient for a child to reach. The four low shelves on the left are also within easy reach. The two shelves across the back of the closet are 66 inches and 76 inches from the floor and are for adult use.* U. S. BUREAU OF HUMAN NUTRITION AND HOME ECONOMICS.

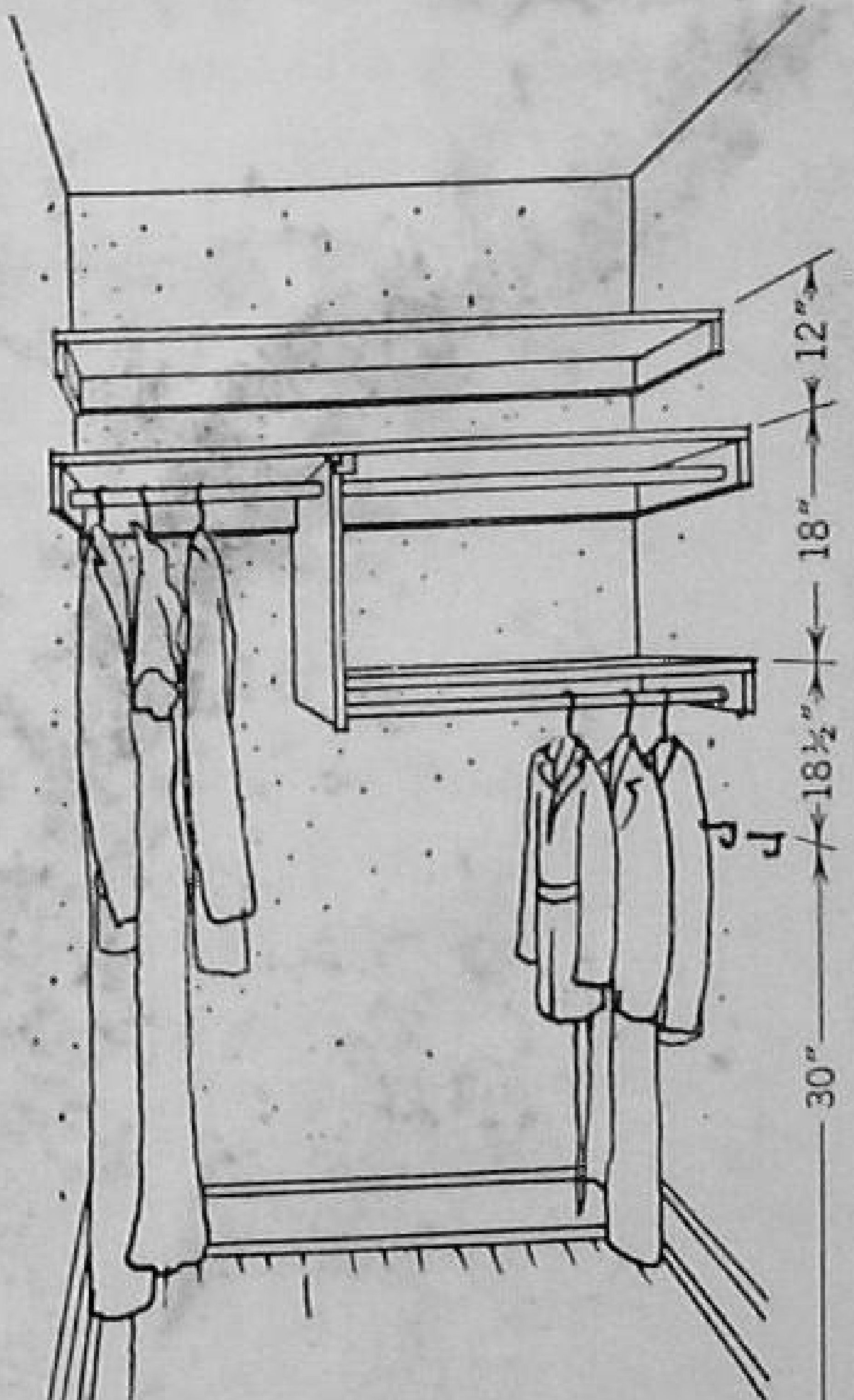


FIGURE 5. *Coat closet for children and adults.* U. S. BUREAU OF HUMAN NUTRITION AND HOME ECONOMICS.

In order to accommodate all the needs of the child, there should be rods with small hangers for dresses or suits which need to be hung carefully. There should be shelves for shoes, hats, and other items, and then there should be a few hooks which can be easily reached for such things as night clothes and bathrobes.

If it is impossible for the child to have a closet of his own, he should have a low rod placed in another's closet on which he will be able to keep his own clothes without interference from others (Fig. 5). He should also be given two or three low shelves for his other apparel. It is important that he should have a portion of the closet which he can call his own and in which he is responsible for keeping his clothes in order. He should also have access to low drawers in which he can place folded clothings, socks, hair ribbons, ties, and other small items.

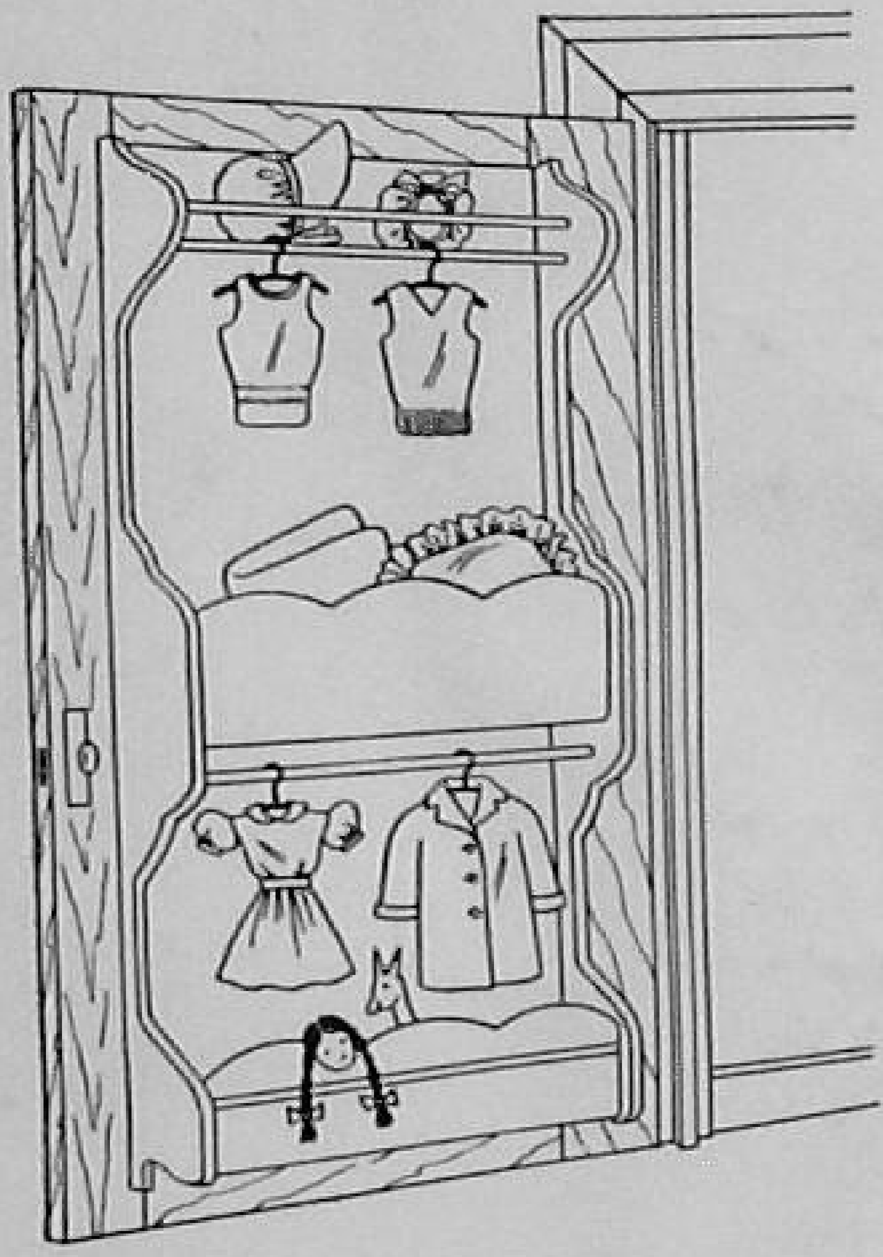


Figure 6. *Door into closet. The baby can have her own closet now when these easy-to-assemble, ready-made units are attached to the inner side of the door.*

In crowded conditions, such as an apartment where there might be only one small closet, the door can be made into a makeshift closet for the young child as shown in Fig. 6. In this diagram, the lower rod and holder are for the child who is old enough to hang up his own clothing, and the upper ones are for infants' clothing. Of course, this would not accommodate many clothes for the child but would at least keep accessible the ones he was wearing that particular season.

Storage space should be designed for the things to be accommodated and should be located at points of most frequent use. Coats, rubbers, and other outer garments should be kept in a closet near the door most often used as an entrance. There should be hooks which are low enough for the child to reach easily in order to hang up his coats. It is best to have a rack or shelf on the floor so that the rubbers and galoshes are not

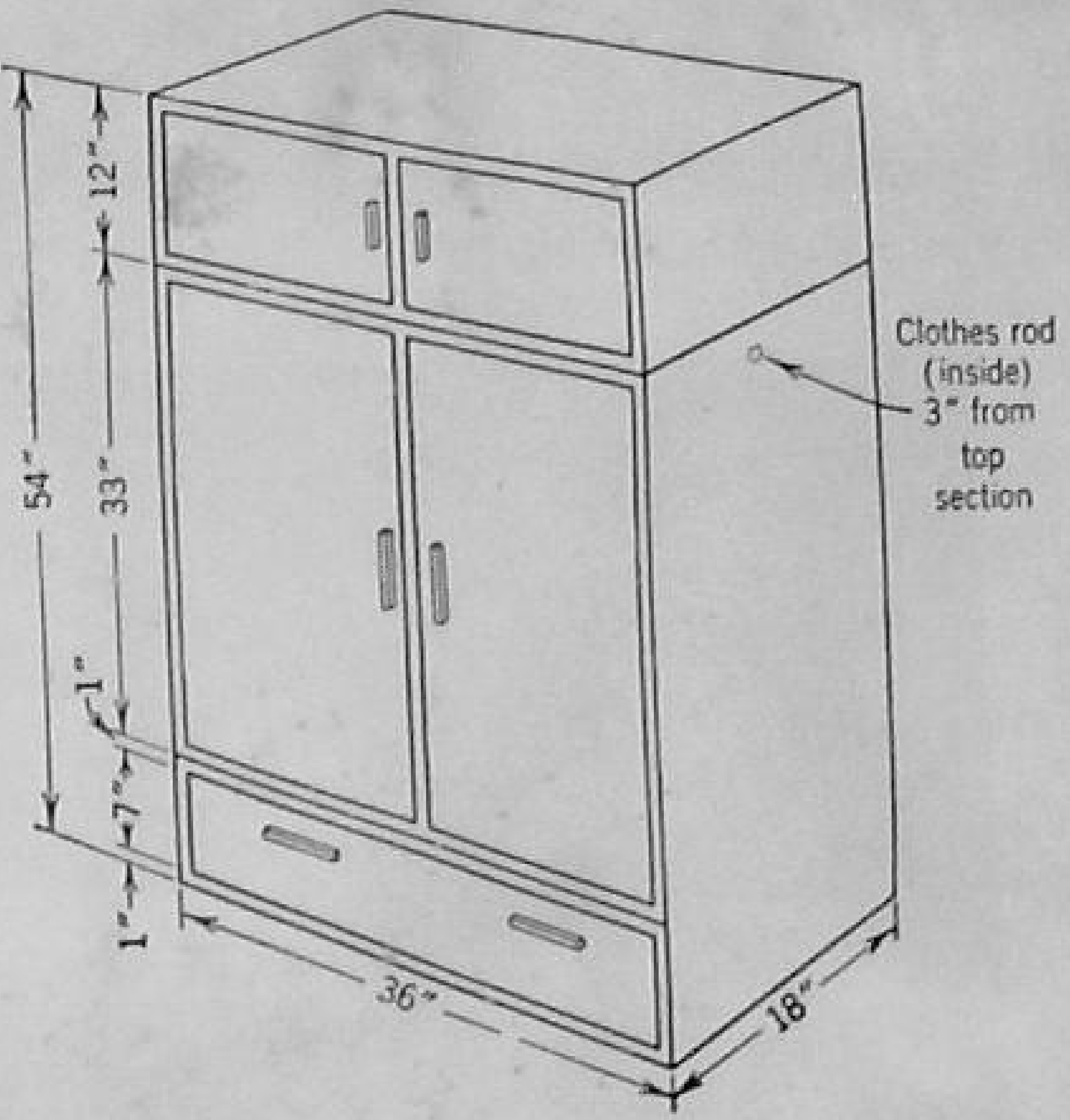


Figure 7. *This is a wardrobe which could easily be constructed for the home with too-little storage space. The lower drawer, if made to open easily, is accessible to the young child. The double doors open out, giving access to the clothes hanging from hangers. The upper compartment might be used for the storage of out-of-season items and bedding. The wardrobe can be made from plywood and set against the wall in any convenient space.*

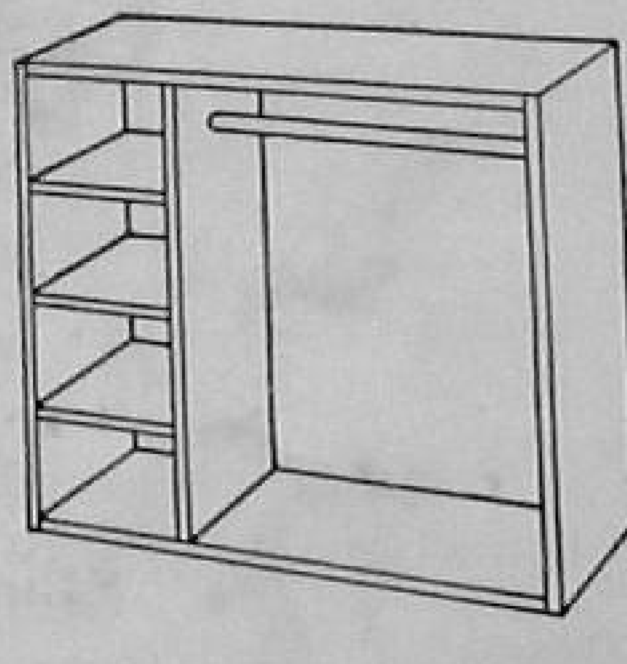


Figure 8. *A clothes closet made from two orange crates, a board for the top, and a pole for hanging. Place in the corner of the room and hang a curtain across the front.*

kept right on the floor of the closet. A shelf should also be placed low enough for hats.

When designing a closet, begin with measuring and counting the things to be stored in it. According to the Bureau of Human Nutrition

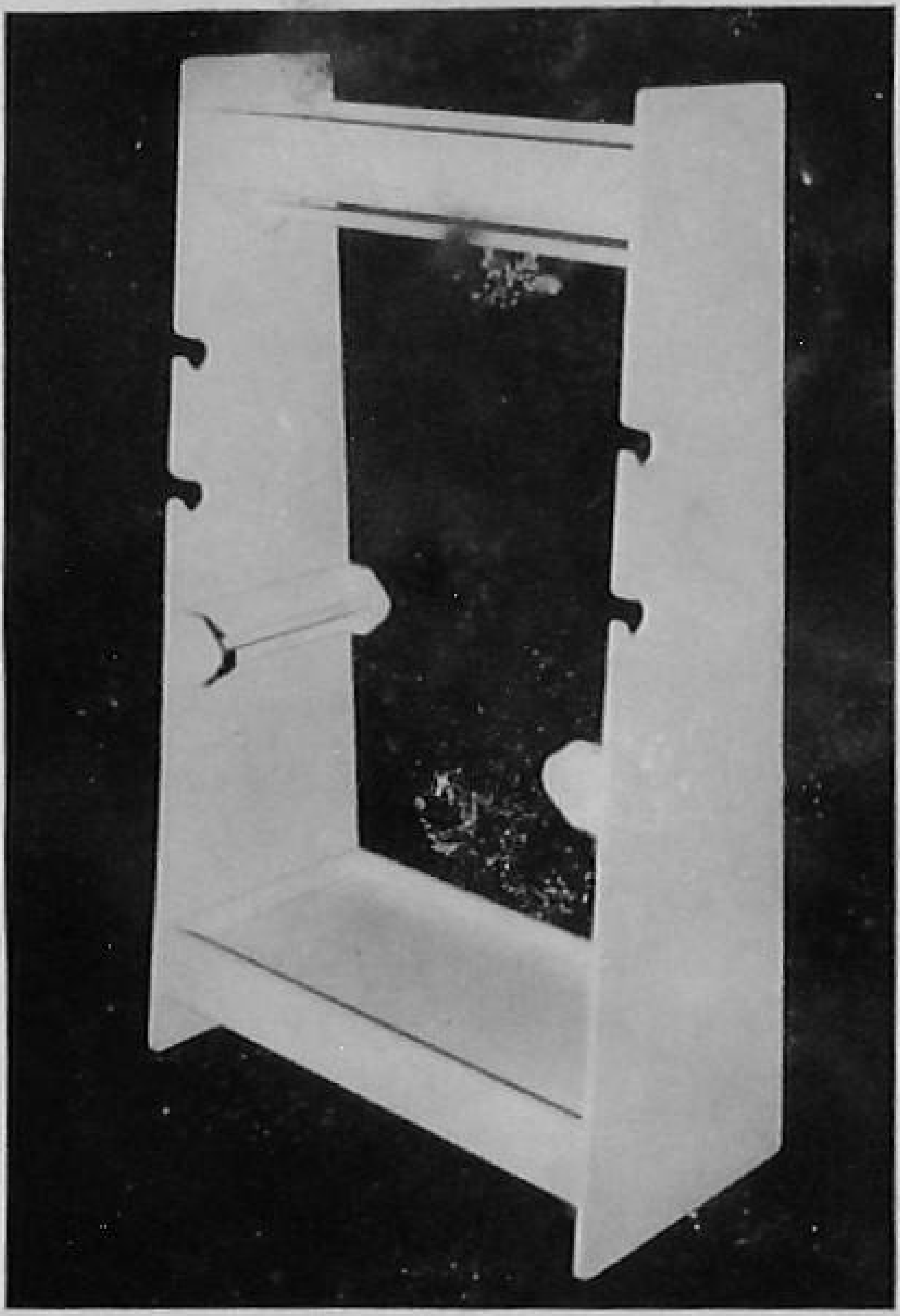


FIGURE 9. *A Tidy Trainer, size 42 by 24 by 12 inches which fits into adult closets or may be used in nursery proper. Dimensioned for use of children through six years of age. It has a rod which will hold fifteen dresses, a side bar for slacks, ties, bows, and such items, a bottom tray for shoes, and a top tray for miscellany. The sides are notched to receive caps, hats, and ties.* SAXON PAYNES, NEW YORK.

and Home Economics, the following dimensions should be kept in mind when placing rods, hooks, and other devices.

1. Hooks should be within easy reach of the doorway but not any closer than five inches.

2. There should be a minimum allowance of four inches between the top of a hook and the bottom of the shelf above it.

3. Two and one half inches should be allowed between rod and shelf above it.

4. It is better not to place hooks behind a rod. For the clothing of small children, hooks should not be above a child's eye level.

5. Hooks for garments on hangers cannot safely be put on a door that is less than thirty inches wide.

6. The distance from hook to hook or from the hook to the corner will vary with the kind of garments hung on them. For clothing ordinarily kept in a bedroom closet, there should be a minimum of seven inches between the hooks and three and one half inches from the hook to the corner.

7. For children's clothing, hooks should be spaced about nine inches from hook to hook and four and one half inches from hook to corner.

8. For children's shoes a good distance between shelves is six inches.

9. The rod for children's clothing is forty-five inches from the floor. Garments should clear the floor by at least three inches.

10. Allow two feet for hanging clothes on hangers. Most hangers are from sixteen to eighteen inches wide. Children's hangers are ten to twelve inches wide.

11. The desirable minimum distance from wall to rod center for a child six to twelve is ten inches; a child three to five, eight inches; and an adult, twelve inches.

12. An area of closet space that often goes begging is the area just inside the door. Remedy this waste of space by hanging racks for shoes or caps, gloves, and other such items on the door of the closet.

Appendix

FACTORY METHODS IN HOME SEWING

Considerable money can be saved or made available for other purposes when the homemaker is able to make some of the clothing needed by various members of the family. Children's garments can be made from a relatively small amount of material and usually require less time to construct than those for adults. However, many busy mothers feel that home sewing takes a great deal of time that is needed for other household tasks, and they are reluctant to assume responsibility for making some of the children's clothing.

It is believed that too often painstaking slow procedures are used when the construction of the garment could be completed in record time if the work were organized and factory methods observed.

The following suggestions were extracted from a pamphlet entitled "Time-Saving Methods in Home Sewing," prepared by Ethelwyn Dodson, Extension Specialist in Clothing, Agricultural Extension Service, University of California, and they are used with her permission.

Factory Methods

In the manufacturing of ready-made clothing, factories are organized, and workers are trained to turn out well-made garments in the minimum time. Some of the same methods are applicable to home sewing, and time can be reduced if they are used. High standards of workmanship are to be found in many first-class ready-made garments, and, when factory methods are used, the same standards should be attained in home sewing.

Accuracy in cutting, manipulating, and stitching cloth are the essentials of good workmanship. The eye, untrained for specific measurement, can be helped by using the tape measure, the sewing-machine-gauge attachment, and a cardboard gauge with the same measurements as the pattern. Accurate seams, hems, and finishes result.

Pins and bastings are seldom used in factory sewing. Machine operators learn to use their hands skillfully to guide the cloth into the machine. Machine basting is substituted for hand basting. Use fewer pins in home sewing. A pin placed at the beginning and ending is usually sufficient. Sleeves and collars, however, require careful pinning or basting.

In a factory many garments are cut at the same cutting, using mechanical equipment. In the home, time can be saved by cutting two or three children's garments, boys' shirts, pajamas, or similar articles, at once. These are sorted and a plan made for stitching the parts together and making the garments simultaneously. The dresses can be cut different sizes for different children. If two members of a family or two neighbors can sew together and arrange to use two sewing machines, more time will be saved than if each sewed alone. Each one would complete certain processes.

Pattern

Select a pattern which has as few pieces as practicable. A basic pattern is satisfactory because it is adaptable to dress design. Two or more garments cut by a basic pattern can be styled differently by adding or omitting certain decorative details. The appearance of the dresses can be changed by using different dress fabrics and different collars, sleeve finishes, pockets, buttons, buttonholes, and belts.

Before purchasing a pattern, take the child's measurements, and check them with the printed chart on the back of the pattern envelope. Buy the size pattern that checks with the child's measurements.

Pattern Alterations

It is a good plan to check pattern measurements with those of a satisfactory garment. Alter pattern to individual measurements. Patterns

are sized according to the measurements specified with pattern and allow for certain fullness. Before using a pattern for the first time, pin it together accurately, try it on the child, and make corrections.

Fabric

Buy only the amount of material that is actually needed. The approximate amount of material is specified on the pattern envelope. An accurate estimate can be made by laying the altered pattern on a surface with width corresponding to that of the dress fabric.

When making two or three similar garments at the same time, select fabrics that are the same width, to simplify cutting. Select fabric with similar background colors so that the same thread can be used in stitching all garments.

Buy wash material guaranteed not to shrink. If this is not available, shrink the material before making the garment by soaking the folded cloth in cold water until thoroughly wet. To avoid wrinkling, let the cloth drip dry. Without stretching, pin the fold to the clothesline, not over the line. When almost dry, straighten, and iron carefully to keep the thread of the material straight.

Findings

Estimate the number of spools of thread needed for the number of garments to be made. Buy sewing thread which is the same color or one that harmonizes with the background of the material. For sturdy garments secure heavy-duty thread. Check with the pattern for the number of buttons needed. To save shopping time, purchase all the cloth and findings which are necessary to complete the garments.

Sewing Machine

In preparation for sewing, clean and oil the sewing machine. Regulate the stitch, and check the length of the stitch. About twelve stitches to the inch are used for cottons; slightly finer for rayon or wool. For gathering or machine basting lengthen the stitch to six or eight to the

inch. Check machine attachments. Locate the gauge and screws; this will be used as a guide in stitching all seams. The pick or the small screwdriver is useful in pushing the edges under when stitching hems. A coarse blunt crochet hook can be used in the same way

Cutting

A table raised to thirty-six-inch height makes an ideal cutting table. Bed blocks can be used to raise a dining-room table, chairs can be used for tables with under braces. Cover the table with a tightly stretched sheet or an oilcloth cover, wrong side up. Material adheres slightly to this surface and remains in place when being cut. A varnished surface is difficult to cut on because the material slides on it.

Straighten the ends of the material by tearing or cutting by the thread. Pin the two or three lengths of dress material together at the ends and along the fold and the selvages. Place the pattern on the straight of the material following the diagram with the pattern or as economically as possible. Cut with long strokes. Mark notches by snipping about one quarter of an inch; it is not necessary to cut out a V-shaped notch.

Preliminary Fitting

Pin one garment together, observing the exact seam allowance. Try on, and make any necessary changes.

If many changes need to be made, the garment should be basted, tried on, and corrected. Mark the new seam lines, and trim the seams even. Remove the bastings. Lay the parts of this garment on the others, and make the same corrections. Correct the paper pattern for future use.

Sewing

Plan the method of stitching so that similar processes follow each other. For example, because the stitch on the machine is lengthened, the tension regulated for gathering, and the gauge in position, do the gathering on all the garments. Choose the quickest simplest methods of construction and finish.

Some suggestions are:

1. Instead of pins use weights for holding patterns in place. Glass coasters, bags of shot, or ball bearings can also be used.

2. When you do not have a large cutting table, have a removable top made for a smaller table. Five-ply wood is suitable.

3. To sharpen machine needles, sew a few stitches through sand paper with the needle unthreaded.

4. Short lengths of bias tape, embroidery floss, and rickrack braid may be held in place on a spool or card with a rubber band.

5. Keep an extra pair of scissors in a drawer of the sewing machine ready for use whenever you need them.

6. Keep sewing needles in a small medicine bottle.

7. Keep a wastebasket near the sewing machine and cutting table.

8. Keep extra buttons and snaps or those removed from old garments in small glass jars.

9. You can purchase a small measuring device to attach to the point of your scissors. This is used in measuring bias binding or facing.

10. Use embroidery hoops when patching or darning.

11. Wear a small pincushion attached to your wrist by an elastic.

12. A pincushion attached to the arm of the sewing machine is also a timesaver.

13. When not in use pins keep better in a tight box rather than in a pincushion.

14. A small magnet will help you pick up pins from the cutting table or the floor.

15. You can pull out basting threads quickly with a crochet hook.

SOME SHORT CUTS

1. To prevent drawing and puckering, baste thin materials, such as voile or net, on tissue paper before stitching them on the machine.

2. Baste on the machine. Use the longest stitch.

3. Pin seams at right angles to the cut edge. This makes it easier to baste.

4. When a bias edge is joined to a straight one, place the bias edge on top for basting and stitching.

5. Use different colored threads for marking, that is, blue for tucks, red for gathers, and so on.

6. Use gauze bandage to face a thin dress.

7. Use adhesive tape to repair raincoats.

8. Place all pieces of a pattern on the goods before cutting one piece. You can rearrange them before cutting if there seems to be insufficient material.

Index

Allowance, 30
for six-year-old, 30
for eight-yea. old, 30
for eleven- and twelve-year-old, 33, 34
planning spending of, 30–34
Aprons, 264

Balance in design, 357
Bands, 107
Bath for baby, 147
Bathrobes, boys', 60, 325
girls', 75
preschool children's, 220, 221
Bed, baby, 145–147
Bedroom slippers, boys', 60, 338
girls', 75
Bibs, 142
self-help, 206
Binders, see Bands
Blankets for babies, 135
Blouses, 269, 270, 327–329
Bonnets, 135
Buntings, 132–135
Budget, clothing, for children, 37
steps in planning, 49
for grade school boys, 64, 65, 66
for grade school girls, 81, 82, 83
for boys in welfare families, 101
for girls in welfare families, 102
Budget form, 53, 54
Budget planning, 47–50

Caps, babies', 135
boys', 62, 339
Care of clothing, 17, 392
daily, 17, 392
occasional, 17
seasonal, 17, 393
weekly, 17
Carriage robes, 143
Center of interest, 353, 355
Closets, 394–398
Coats, 10, 59
preschool children's, 221
grade school girls', 247, 248, 249
reversible, 249
Cold weather clothing, 21–23
Color, 362–364
effect on child, 2, 11
interest in, 4
recognizing, 4
Color combinations, increasing interest in, 4
Color harmony in wardrobe, 299
Color preferences, 4
Color plan, 4, 5
for boys' wardrobes, 348
Colors, for preschool children, 207
for grade school girls, 297–299
for grade school boys, 347–349
Comfort, in design and fit, 9
Commercial standards, 241
Construction of clothing, 180
Consumer Purchases Study, 43–45, 71, 76, 77, 84–87

Cotton clothing, 22–23, 25
  demand for durable, 39, 40
Coveralls, for creeping age, 162–163
  for grade school girls, 264–266

Decorative design, 359–361
Decorative stitches, 376
Dermatitis, 25
Designs, for growth, 190, 191
  for longer wear, 192
  for self-help, 7
  for various ages, 7
Design in clothing, 353, 354
Developing self-confidence, 1, 9
Development of children, physical, 13, 14
Developmental sequences in dressing, 6
Diapers, 108
  kind, 108
  quantity, 108
  size, 110
  folding and putting on, 111, 112
  edge finish, 112
  care of, 113
Dress and play, 15, 16
Dresses, 10
  babies', 136–140
  creeping age, 163
  preschool children's, 217
  grade school girls', 255–262
Dressing difficulties, 6, 7

Economic principles, 29
Emotional balance, 7
Engel's law, 41
Expenditure for clothing, for families, 35, 36
  and income fluctuation, 36, 38
  for rural families, 43, 44
  for urban families, 45
Expenditure for clothing, for boys in cities, 62
  for boys in rural areas, 67–71, 94
  for girls in cities, 76–78
  for gi rural areas, 84–87
  at low-income level, 89–92

Fabrics, choice of, 188, 189, 364
  cotton, for boys' clothing, 326
  check, 365–367
  pattern, 368–370
  plaid, 365–367
  stripe, 365–367
Fagoting, 376
Flame-resistant treatment, 26, 27
Foot care, 171
Foot exercises, 225
Footwear, for babies, 141, 142
  for grade school girls, 281–284
  for grade school boys, 336–338
Functional design, for creeping age, 156, 173
  for rompers and sunsuits, 158–161
  for preschool children, 178, 190, 214, 215
  for grade school girls, 231, 232
  for grade school boys, 303, 304

Galoshes, 61, 76, 283
Garment selection, for babies, 104
  for safety and health, 105, 106
Gloves, boys', 61
  girls', 76
  preschool children's, 228
  grade school girls', 287, 288
  grade school boys', 341
Grade school boy, 303
  planning his wardrobe, 305
    for school, 305–307
    for play, 307, 308
    for special occasions, 309, 310
  color choices, 347

Grade school child, project for, 55
Grade school girl, 230
planning her wardrobe, 233
for school, 233
for play, 235
for special occasions, 235-237
selecting her wardrobe, 247
color choices, 297
Grooming, for girls, 300, 301
for boys, 349, 350, 351

Habit formation, 6, 7, 15–17
Habits and routine, 17
daily, 17
occasional, 17
seasonal, 17
weekly, 17
Habits of dress, some guides for forming, 18
Hair dress, for girls, 301, 302
for boys, 351, 352
Handkerchiefs, 228, 286, 341
Hats, boys', 62, 339, 340
girls', 76, 284, 285
preschool children's, 227
Health, effect of clothing on, 19
Heights and weights, 13
Home economist's responsibility, 40, 93
Hoods for babies, 135
Hot weather clothing, 24, 25
Housecoats, girls', 75
and robes, 279, 280

Income, amount of, for clothing, 35–38
for boys, 63
for girls, 80
Income, percentage of, for clothing, for family, 41
for each family member, 42
Individual difference in families, 46, 47
Individuality, search for distinguishing features, 2
Inventory, clothing, 52–54
for low-income families, 90–92, 95
for grade school boys, 95–96
for grade school girls, 96–98

Jackets, boys', 59, 316–318
Jodhpurs, 250

Kimonos for babies, 127
Knitted fabrics, 23, 124
for underwear, 271, 272, 330, 331
Knitted garments, 22, 23, 164
laundering, 150, 151, 389, 390

Labels, 40, 208, 247, 251, 258, 259, 328
Laundering, 382, 383
of cottons, 385, 386
of linen, 386
of wool, 387, 388
of rayon, 388, 389
of synthetics and blends, 389
of knitted garments, 150, 151, 389, 390
of layettes, 148–150
Layettes, 104, 105, 106, 129, 136
laundering, 148–150
recommended, 152
comparison study, 153
minimum, 154
desirable, 154
Leggings, 10, 221
Line, 358, 359
Line and design, effect on girls, 291–297
effect on boys, 344–347
Low income level, special problems, 88, 89
clothing for grade school boys, 94, 95

Low income level, clothing for grade school girls, 95–98

Made-overs, 193–197
  psychological effect of, 193
  suitable materials, 194, 195
  suggested designs, 196, 197
Mittens, boys', 61
  girls', 76
  grade school girls', 287
  grade school boys', 341
Moods, effect of clothing on, 2
Mother-daughter costumes, 3, 185, 242

Napped fabrics, 22
Nightwear, boys', 60
  girls', 75
  babies', 125–128
  creeping age, 165
  preschool children's, 218–220
  grade school girls', 275–279
  grade school boys', 333, 334
Nursery school children, clothing for, 9, 10

Overalls, 59, 162, 263, 325, 326
Overcoats, 314–316
Overdressed child, 11
Over-sized garments, 10
  designed for growth, 11

Pajamas, girls', 278, 279
  boys', 333, 334
Panties, 10, 272, 273
Pattern alteration, 378–381
Personality, importance of, 1
  power of, 2
  effect of clothing on, 2
  preschool child, 185, 186
  grade school girl, 289, 290
  grade school boy, 343
Petticoats, 10
Pl ical development, rate of, 13
Pin fores, 262, 263
Play cost mes, 3
Polo shirts 59
Postu e . 2, 300
Presch ild, planning wardrobe for, 174–176
  clothes for health and safety, 177, 178
  construction of clothing, 180
  selecting wardrol for, 213
Pressing, 390
Project in clothing for grade school child, 55
Proportion, principle of, 355, 356
Protectors for babies, 114, 115
Psychological eff lothing, 1, 8
Purchasing record d, 51

Rainwear, preschool c ildren's, 183, 184
  grade school girls', 1–254
  grade school boys', 319
Rainy weather clothing, 24
Rapid growth, period of, 13, 14
Ready-made versus ho de garments, for babies, 143, 144
  for preschool children, 187
  for grade school girls, 242–244
  for grade school boys, 312, 313
Ready-made clothing, altering, 244, 245
  "going over" before wear, 245, 246
Remade garments, 23
Rhythm, 357
Rickrack as trimming, 375
Rompers, 158–161
Rubbers, 61, 76, 283
  and rubber boots, 283, 338

Sacques for babies, 129–131
Schedule for family activities, 15, 17

Seam finishes, 378
Selp-help garments, 7, 197–206
Shirts, boys', 59, 327–329
  babies', 117–123
Shoes, 10, 61, 76, also see Footwear
  for babies, 141, 142
  for creeping age, 166, 167
  fitting, 168–170, 223
  for preschool children, 222–224, 226
  color, 224
  care, 225
  for grade school girls, 282, 283
  for grade school boys, 336, 337
Shorts, 263, 323
Sizes, see Standard sizes
Skirts, 267
Slacks, 59, 263, 323–325
Slender boy, designs for, 344
Slender girl, designs for, 291–293
Slips, 273, 274
Snowsuits, 221
"Soakers" for babies, 116, 117
Socks, 10
  purchasing of, 32
  record of purchase, 34
  girls', 75
  creeping age, 172
  preschool children's, 226, 227
  and stockings, 172, 226
  grade school girls', 281, 282
  grade school boys', 338, 339
Spun glass fabrics, 25, 26
Stain removal, 384
Standard measurements compared with pattern measurements, 239, 240
Standard sizes, for babies, 118
  for preschool children, 210
  for grade school girls, 237, 238
  for grade school boys, 310–312
  for boys' underwear, 332
Statistics, use of, 37
Storage, 394, 395
Stout boy, designs for, 344–346
Stout girl, designs for, 293–295
Suits, boys', 59
  for creeping age, 163
  for preschool boys, 213–217
  for grade school girls, 268, 269
  for grade school boys, 322, 323
Sunsuits, 158–161, 263
Superman, influence of, 13
Sweaters, 10, 59
  for babies, 129, 130
  for grade school girl, 251, 252
  for grade school boy, 320
Sweatshirts, 321

Texture, 364
Ties, 341, 342
Training, in color appreciation, 5
  in wardrobe selection, 6
Trimmings, 372–377
  bias strips, 373
  buttonholes, 375
  machine stitching, 375
  rickrack, 375
  tucks, 375
  braids, 376
  decorative stitches, 376
  fagoting, 376
Trousers, see Slacks

Umbrellas, 285
Understanding the child, 5, 11, 13
Underwear, boys', 60
  girls', 75
  creeping age, 164
  preschool children's, 217, 218
  grade school girls', 271–274
  grade school boys', 330, 332, 333

Wardrobe minimum, grade school boys', 57, 58

Wardrobe minimum, grade school girls', 73, 74
Wardrobe planning, for preschool child, 174, 175
  for grade school girl, 72, 78, 79, 233–237, 289
  for grade school boy, 57, 58, 305–309, 342
Wardrobes, see Closets
Water-repellent finish, 251
Weight and height, stabilization of, 13, 14
Welfare families, budgets, for boys, 101
  for girls, 102
Well-propo[illegible]l, designs for, 296
Well-proportioned boy, designs for, 347
Winter clothing, for outdoors, 22–24
  for indoors, 22, 23
  for preschool c[illegible] 183
Wrap cha[illegible] 24